2013 Institutional Self-Evaluation of Educational Quality & Institutional Effectiveness in Support of Reaffirmation of Accreditation

Submitted by:

Cabrillo College
6500 Soquel Drive
Aptos, CA 95003

John Hendrickson
Interim Superintendent/President
Cabrillo College

To: Accrediting Commission for Community Colleges and Junior Colleges of the Western Association of Schools and Colleges

June 10, 2013

Cabrillo College Governing Board
Ed Banks
Margarita Cortez
Gary Reece
Alan Smith
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Cedar Green (Student Trustee 2012-13)
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Certification of the Institutional Self-Evaluation Report

Cabrillo College, founded in 1959, is situated on a beautiful 152-acre campus, overlooking the Pacific Ocean, in the small beach community of Aptos. Located just five miles from the city of Santa Cruz and a short drive from the Bay Area, Silicon Valley and the Monterey Peninsula, there are few locations more compelling to earn your degree or certificate than in the Monterey Bay area of California.
Certification of the Institutional Self-Evaluation Report

Date: June 10, 2013
To: Accrediting Commission for Community & Junior Colleges, Western Association of Schools & Colleges
From: Cabrillo College, 6500 Soquel Drive, Aptos CA 95003

This institutional Self-Evaluation Report is submitted for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the campus community, and we believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signed:

______________________________
Rachael Spencer Chairperson, Governing Board

______________________________
John Hendrickson Interim Superintendent/President

______________________________
Kathleen Welch Vice-President, Instruction

______________________________
Rachel Mayo Accreditation Liaison, Self-Study Co-chair

______________________________
Rory O’Brien Self-Study Co-chair

______________________________
Michael Mangin President, Faculty Senate

______________________________
Paul Harvell President, CCFT

______________________________
Alta Northcutt President, CCEU

______________________________
Charlotte Achen President, Student Senate
Description of the College: History & Demographics

“The best experience here is getting to know the faculty. I will actually be graduating with a little bit over 100 units, so I’ve taken a lot of classes and had a lot of instructors. I’ve grown pretty close to a lot of them. None of them turned me away when I had a question, or it was outside office hours. None of them belittled me or my intellect, or anything of that sort. The faculty was one of my best experiences here at Cabrillo.”
Description of the College: History & Demographics

A BRIEF HISTORY OF CABRILLO COLLEGE

Santa Cruz County voters approved the formation of a junior college district in 1958. The following year, a newly elected Cabrillo College Governing Board named the new college in honor of the Portuguese explorer Juan Rodriguez Cabrillo. Instruction began in the fall of 1959 in temporary facilities in Watsonville. Since that time, the College has provided affordable, high-quality education and job training opportunities for more than a half-million area residents. Cabrillo graduates are part of the community, working as doctors, lawyers, nurses, teachers, journalists, dental hygienists, police officers, licensed childcare providers, musicians, archaeologists, artists, engineers, computer programmers, mathematicians, chefs, writers, scientists, small business owners and corporate executives, among others. For many people in the community, Cabrillo College represents the only affordable option for learning new skills that will help them achieve personal and professional success.

Cabrillo has long enjoyed the support of its community, which has continually approved bond proposals over the years to finance Cabrillo’s growth and development. In 1960, 77 percent of voters approved a $6.5 million bond issue to finance the construction of a permanent campus in Aptos. Construction began in 1961, and by the fall of 1962, 2,000 students were enrolled. To finance further expansion, 81 percent of voters approved a bond issue in 1965. In 1973, the voters approved the passage of a local matching bond, permitting the purchase of 20 acres of land on the ocean side of Soquel Drive and the construction of four new buildings.

By the late 1990s, it was evident that such support was needed again. Campus buildings, 40 years old, were in need of repair and improvement. Resources were needed to further expand the Watsonville Center. Perhaps most importantly, the campus was serving more than twice as many students, day, evening and weekend, as it was built to serve. In an era when most bond elections around the state were failing, Cabrillo asked local voters to support an $85 million bond proposal in June of 1998. It passed with a 74.5 percent yes vote, and was followed by another $118.5 million bond proposal in 2004, which was supported by 61.9 percent of voters. These funds allowed the college to add a world-class Horticulture Center at the top of the upper campus, build two major parking structures and a new Student Activities Center, rebuild the lower athletic fields, create an Arts Education Classroom Center which includes a music hall.

“Develop a passion for learning. If you do, you will never cease to grow.”
- Anthony J. D’Angelo

Faculty and Staff of Cabrillo College Fall 1959
and theater, and build a Health and Wellness Center, with Allied Health programs in one building and a wellness center in another.

The College has long valued making higher education accessible to underserved communities within its service area, and in 1987 a center was opened in downtown Watsonville to increase the college participation rate of residents in the southern part of the county, a primarily Latino population. In 1993, the former Watsonville Post Office was remodeled to house the center, and in 2001, the site was expanded with an adjacent three-story building that brought the total square footage to 44,000. In 2012, the Solari Green Technology Center was opened to complete the campus. Students may complete all General Education requirements for A.A. degrees and certificates at the Watsonville Center, located at 318 Union Street in Watsonville, California, meaning that more than 50 percent of many certificates and degrees may be completed at this site.

As part of the 1996-1997 College Master Plan, it was determined that the college should develop an education center in the north county area to improve access for residents of Scotts Valley and San Lorenzo Valley. The Scotts Valley Center was opened in a leased facility in 2007 following years of communication with community members and evaluating potential sites.

**Other significant changes at the college since 2007 include:**

- Replacing all key governance positions: president and all three vice presidents.
- Adding 20 new managers (out of 33) and 38 new contract faculty (out of 202).
- Moving Matriculation from Instruction to Student Services.
- Creating the Honors Transfer Program, serving more than 200 students annually.
- Establishing a single, integrated source of data for the College.
- Designating the College as a Hispanic Serving Institution.
- Developing more than 20 A.A.-T and A.S.-T degrees to facilitate student transfer to the CSU system.
- Dramatically increasing the use of online services for registration, financial aid and instruction: more than 10,000 students now use an online component in face-to-face as well as distance classes.
- Adopting a new Academic Integrity policy and Academic Honor code.
- Completing all the capital construction projects from the bond measures of 1998 and 2004, as well as the Facilities Master Plan of 1999, and most importantly.
- Moving to the proficiency level of student learning outcomes and extending outcomes-based planning to all levels of the College.

Significant issues affecting colleges statewide also impacted Cabrillo, such as the development of the A.A.-T and A.S.-T degrees. As Cabrillo has entered its second 50-year period after 2009, the College continues to advance on many levels to better serve the community of learners of Santa Cruz County. The College continues to be fortunate to enjoy enormous support among the members of its diverse and rapidly changing community.

**DEMOGRAPHICS**

**Population Participation Rate**

Cabrillo enjoys a great deal of community support. The Santa Cruz County community participation rate is substantially higher than the state average. Residents of all ages are included in the population numbers on the following page.
### Population by Age Group

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
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<th>2008</th>
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<tbody>
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<td>47,570</td>
<td>47,854</td>
<td>48,210</td>
<td>48,769</td>
</tr>
<tr>
<td>15 to 17</td>
<td>10,270</td>
<td>10,371</td>
<td>10,592</td>
<td>10,628</td>
<td>10,427</td>
<td>9,959</td>
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<td>16,921</td>
<td>16,360</td>
<td>16,151</td>
<td>16,060</td>
<td>15,890</td>
<td>16,017</td>
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<tr>
<td>25 to 30</td>
<td>22,230</td>
<td>23,194</td>
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<td>25,496</td>
<td>26,001</td>
<td>25,882</td>
<td>25,599</td>
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<td>24,545</td>
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<td>31 to 40</td>
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<td>41 to 50</td>
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<td>51 to 60</td>
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<td>37,769</td>
<td>38,017</td>
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<td>61 &amp; up</td>
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<td>32,137</td>
<td>32,487</td>
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<td>35,506</td>
<td>37,134</td>
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### Annual Enrollment by Age Group

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<tbody>
<tr>
<td>14 &amp; Under</td>
<td>84</td>
<td>94</td>
<td>105</td>
<td>94</td>
<td>111</td>
<td>84</td>
<td>66</td>
<td>64</td>
<td>34</td>
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<tr>
<td>15 to 17</td>
<td>1,446</td>
<td>1,321</td>
<td>1,578</td>
<td>1,642</td>
<td>1,701</td>
<td>1,664</td>
<td>1,589</td>
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<tr>
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<td>5,108</td>
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<td>5,900</td>
<td>5,987</td>
<td>5,809</td>
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<tr>
<td>21 to 24</td>
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<td>4,030</td>
<td>3,971</td>
<td>4,103</td>
<td>4,011</td>
<td>4,235</td>
<td>4,470</td>
<td>4,416</td>
<td>4,360</td>
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<tr>
<td>25 to 30</td>
<td>3,054</td>
<td>2,841</td>
<td>2,851</td>
<td>2,838</td>
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<td>3,098</td>
<td>3,302</td>
<td>3,132</td>
<td>3,147</td>
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<tr>
<td>31 to 40</td>
<td>3,477</td>
<td>2,999</td>
<td>2,896</td>
<td>2,738</td>
<td>2,758</td>
<td>2,813</td>
<td>2,851</td>
<td>2,599</td>
<td>2,438</td>
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<tr>
<td>41 to 50</td>
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<td>2,596</td>
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<td>2,535</td>
<td>2,547</td>
<td>2,563</td>
<td>2,358</td>
<td>2,090</td>
<td>1,928</td>
</tr>
<tr>
<td>51 to 60</td>
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<td>1,609</td>
<td>1,650</td>
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<td>2,023</td>
<td>2,020</td>
<td>1,689</td>
<td>1,520</td>
</tr>
<tr>
<td>61 &amp; up</td>
<td>613</td>
<td>592</td>
<td>580</td>
<td>701</td>
<td>778</td>
<td>993</td>
<td>997</td>
<td>800</td>
<td>800</td>
</tr>
</tbody>
</table>

### Population Participation Rate (per 1000 population) by Age Group

<table>
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</tr>
</thead>
<tbody>
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<td>14 &amp; Under</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>15 to 17</td>
<td>147</td>
<td>127</td>
<td>149</td>
<td>154</td>
<td>163</td>
<td>167</td>
<td>167</td>
<td>133</td>
<td>98</td>
</tr>
<tr>
<td>18 to 20</td>
<td>369</td>
<td>377</td>
<td>379</td>
<td>388</td>
<td>383</td>
<td>406</td>
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<td>21 to 24</td>
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<td>245</td>
<td>262</td>
<td>278</td>
<td>278</td>
<td>272</td>
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<td>25 to 30</td>
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<td>122</td>
<td>117</td>
<td>111</td>
<td>112</td>
<td>120</td>
<td>129</td>
<td>131</td>
<td>128</td>
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<td>31 to 40</td>
<td>88</td>
<td>77</td>
<td>76</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>68</td>
<td>64</td>
</tr>
<tr>
<td>41 to 50</td>
<td>71</td>
<td>62</td>
<td>60</td>
<td>61</td>
<td>61</td>
<td>62</td>
<td>56</td>
<td>50</td>
<td>46</td>
</tr>
<tr>
<td>51 to 60</td>
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<td>45</td>
<td>45</td>
<td>48</td>
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<td>53</td>
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<td>40</td>
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<tr>
<td>61 &amp; up</td>
<td>19</td>
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<td>18</td>
<td>21</td>
<td>23</td>
<td>28</td>
<td>27</td>
<td>21</td>
<td>20</td>
</tr>
</tbody>
</table>

*PPR = (Enrollment/Population) * 1000


Enrollment date from Data Warehouse.
**Ethnicity**

Santa Cruz County has become increasingly diverse over the past decade. Demographic changes observed in Cabrillo’s student population reflect changes occurring in California, Santa Cruz County, Cabrillo’s district population, as well as wider service area.

**Cabrillo Student Headcount Projections by Ethnicity**

<table>
<thead>
<tr>
<th>2011 Ethnicity</th>
<th>2017 Ethnicity Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American:</td>
<td>1%</td>
</tr>
<tr>
<td>Asian / P.I. / Filipino:</td>
<td>4%</td>
</tr>
<tr>
<td>Latino:</td>
<td>32%</td>
</tr>
<tr>
<td>Native American:</td>
<td>1%</td>
</tr>
<tr>
<td>Decline / Other:</td>
<td>10%</td>
</tr>
<tr>
<td>White:</td>
<td>55%</td>
</tr>
</tbody>
</table>

Sources: Data Warehouse, Census reports, State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, by Age, Gender and Race/Ethnicity.
Transfer Success

The following graph shows the numbers of Cabrillo students who transfer and enroll at 4-year private colleges and universities in California and at public and private 4-year institutions Out-of-State.

Source: Cabrillo students were matched with National Student Clearinghouse (NSC) Student Tracker enrollment data. Transfers are counted when the first four-year-institution enrollment record comes after the student has accumulated at least 12 units at Cabrillo.
Accountability Reporting for Community Colleges (ARCC)

Cabrillo is deeply engaged with the process of understanding and improving the student success metrics from the Accountability Report for Community Colleges (ARCC). The ARCC Report provides a system-level profile and trend of overall student progress and achievement. Cohorts of first-time freshmen are tracked for six years. Presented below is the percentage of students in those cohorts who transfer to a four-year institution, receive a degree or certificate or acquire sufficient credits to be eligible to transfer within six years. An update of the ARCC framework will be used in the new accountability system developed in response to the Student Success Task Force.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Cabrillo</td>
<td>50.9%</td>
<td>49.5%</td>
<td>51.4%</td>
<td>51.9%</td>
<td>50.9%</td>
<td>52.8%</td>
<td>53.0%</td>
<td></td>
</tr>
<tr>
<td>Peer group (average)</td>
<td>not available</td>
<td>58.1%</td>
<td>57.4%</td>
<td>55.4%</td>
<td>55.7%</td>
<td>56.8%</td>
<td>56.9%</td>
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<tr>
<td>State rate</td>
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<td>52.0%</td>
<td>51.2%</td>
<td>51.8%</td>
<td>52.3%</td>
<td>53.6%</td>
<td>53.6%</td>
<td></td>
</tr>
</tbody>
</table>

Note: the peer group is a set of colleges that the Chancellor’s Office has determined have similar demographic profiles as Cabrillo College. The state rate is the average of all California community colleges.

Enrollment History at Cabrillo College

Source: Data Warehouse (Enroll: Student) and Fall 2012 Census.
### Description of the College: History & Demographics

#### Enrollment by Semester of Full-time & Part-time Students

<table>
<thead>
<tr>
<th>Semester</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Average unites per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall '01</td>
<td>3,621</td>
<td>11,241</td>
<td>7.09</td>
</tr>
<tr>
<td>Spring '02</td>
<td>3,412</td>
<td>12,094</td>
<td>7.83</td>
</tr>
<tr>
<td>Fall '02</td>
<td>3,901</td>
<td>11,323</td>
<td>7.27</td>
</tr>
<tr>
<td>Spring '03</td>
<td>3,798</td>
<td>12,306</td>
<td>7.05</td>
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<tr>
<td>Fall '03</td>
<td>3,955</td>
<td>10,910</td>
<td>7.36</td>
</tr>
<tr>
<td>Spring '04</td>
<td>3,769</td>
<td>11,334</td>
<td>7.15</td>
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<tr>
<td>Fall '04</td>
<td>3,926</td>
<td>10,693</td>
<td>7.39</td>
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<tr>
<td>Spring '05</td>
<td>3,718</td>
<td>11,620</td>
<td>7.07</td>
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<tr>
<td>Fall '05</td>
<td>4,000</td>
<td>11,151</td>
<td>7.32</td>
</tr>
<tr>
<td>Spring '06</td>
<td>3,636</td>
<td>11,637</td>
<td>6.95</td>
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<tr>
<td>Fall '06</td>
<td>3,944</td>
<td>11,108</td>
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<td>Spring '07</td>
<td>3,599</td>
<td>11,526</td>
<td>7.07</td>
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<tr>
<td>Fall '07</td>
<td>4,216</td>
<td>11,852</td>
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<td>Spring '08</td>
<td>4,073</td>
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<td>Fall '08</td>
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<td>Fall '12</td>
<td>4,600</td>
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<td>8.11</td>
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Source: Data Warehouse

Full Time = Enrolled in 12 or more units
Enrollment History at Watsonville Center/Area

Projected fall headcount is based on projected county population growth, projected high school graduating class size and Santa Cruz County unemployment levels. A Prais-Winsten weighted least squares equation was run in Stata 8 MP to create the student headcount forecast. This statistical technique properly handles the autocorrelation associated with a time series. The projection assumes that fees will increase to $46 per unit in Summer 2012, creating downward pressure.

Sources: Data Warehouse (1993-2011); Department of Finance, California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2011 Series. Sacramento, California, October 2011 (most recent available); Department of Finance County-level Demographic projections; and Claritas population and employment projections.
Santa Cruz County Public High School
Graduates at Cabrillo

Enrollment Rate of Major High School Feeders by District

Graduation Year

2007 2008 2009 2010 2011

Pajaro SLV
Scotts Valley Santa Cruz

Enrollments of graduating seniors from local high schools continue to be strong as a percentage of the graduating class.

Sources for enrollment at Cabrillo: Student-reported high school of graduation retrieved from the Research Data Warehouse. Only secondary schools named by one or more Cabrillo students as high school of origin were included in the report.
Mean & Median Student Age

The median age of Cabrillo College's students has declined somewhat, from age 25 in 2000, to age 24.1 in 2012.

Source: Data Warehouse.

Student Headcount by Gender

A more balanced mix of male and female students has coincided with the drop in the median age of students.

Source: Data Warehouse (Enroll: Student) since Spring 1993.
Staff/Faculty Demographics

The diversity of Cabrillo College's staff has increased as the diversity of Cabrillo's district population has increased.

### Ethnicity

- African American: 1.2%
- Asian: 2.5%
- P.I. / Filipino: 1.4%
- Latino: 15.8%
- Native American: 0.6%
- Decline / Other: 2.6%
- White: 75.1%

Source: Data Warehouse

### Gender

- Female: 61.4%
- Male: 38.6%

Source: Data Warehouse

### Job Categories

- Service / Maintenance: 4.5%
- Skilled Crafts: 0.6%
- Technicak / Paraprofessional: 12.8%
- Clerical / Secretarial: 11.8%
- Professional (Non-Faculty): 0.0%
- Faculty, Tenure: 24.0%
- Faculty, Adjunct: 42.4%
- Executive / Admin / Mngr: 4.0%

Source: Data Warehouse
“About the second year I attended Cabrillo, I found out about the Academy for College Excellence, which is a learning community. Through this I gained a lot of leadership skills, such as communication and time management. I also found I had a gift for public speaking, which would assist me later on with my leadership roles [as Student Body President].”
Organization for the Self-Evaluation

Darwin Constantino
Chemical Engineering Major

“My favorite course is actually a mix of Engineering, Chemistry and Physics. I really enjoy the science classes here at Cabrillo - they're very hands-on. The learning resources really help you understand the material. I have the greatest respect for the faculty at Cabrillo. Everywhere I look, everywhere I turn, there's always someone helping you. Everyone's just very open and willing to help you succeed, help you towards the goals you've put on yourself.”
EARLY PLANNING

Formal preparation for the 2013 Self-Evaluation began in fall 2010 with the establishment of the Accreditation timeline and confirmation by the President’s Cabinet of then-Vice President of Instruction and Accreditation Liaison Officer Renée Kilmer as Accreditation co-chair. The Faculty Senate and Cabinet selected Rory O’Brien as the faculty Accreditation co-chair in May 2011. The faculty co-chair accepted responsibility as the coordinator of the teams that would be researching and writing the Self-Evaluation and as the primary writer/editor of the report. The ALO co-chair’s responsibility was to co-edit of the Self-Evaluation and write the parts of the Self-Evaluation that were not specifically addressing the Commission Standards.

FORMATION OF TEAMS

The college formed 11 teams, each one focusing on a major division of each of the four standards. Each team was responsible for gathering information to be used in each of the eleven sections of the Self-Evaluation. Standards teams were co-chaired by individuals representing a balance of faculty, staff and administration. In addition to the co-chairs, each team included at least one representative from the staff, faculty, students and administrators and was charged with soliciting feedback from the Governing Board for Standards 1A and 4B. The Accreditation co-chairs worked with the Faculty Senate and other components within the shared governance structure to select the standards co-chairs by July 2011, and in August 2011 there was a Flex kickoff activity to start soliciting members for the teams. Teams met during September and came together on the 30th of that month for a Self-Evaluation Training Accreditation Workshop. A complete list of co-chairs and team members follows this narrative.

ACCREDITATION STEERING COMMITTEE

Following the model of the 2001 and 2007 Accreditation processes, the College Planning Council (CPC) again served as the Accreditation Steering Committee. The CPC is a representative body that is composed of representatives from all of the college’s constituent groups. It functions as the principal advisory committee to the president on policy matters requiring broad institutional input prior to recommendation to the Governing Board, such as college strategic plans and all budgetary and resource allocation matters. Membership of the CPC includes the college’s president and the three vice-presidents, the Faculty Senate and Student

“Education’s purpose is to replace an empty mind with an open one.”

- Malcolm Forbes
Senate presidents, the faculty union and classified union presidents, two managers, two classified members and three faculty members. The CPC held two public meetings per month and was responsible for reviewing the various drafts of the Self-Evaluation both internally at its meetings and among the various governance groups that the members of CPC represent.

**STATISTICS, SURVEYS AND THE ACCREDITATION WEB PRESENCE**

The working partnership between the Planning and Research Office (PRO) and the Information Technology Department (IT) was central and essential for the development of the Self-Evaluation. The major survey instruments to be used in the Self-Evaluation were designed and administered by PRO, as was a public website for Accreditation information. IT set up internal working sites for each of the Self-Evaluation teams to use in corresponding with each other, through additional emails and meetings. The College Fact Book, produced and updated annually by PRO, contains an extensive selection of the College's quantitative data and served as an important resource for the teams as they assembled their evidence. Every year PRO supplies survey data for all programs undergoing the program planning process in addition to updating the Fact Book, providing essential information for the College and the various agencies to which the College reports. In fall 2011, PRO staff administered the 2011 Faculty and Staff Surveys and the Student Climate Survey, gathering opinions on a myriad of topics relating to the college. Results were scored on a five point Likert Scale (1 – strongly disagree to 5 – strongly agree) and reported in a manner that points out statistically significant changes in responses over three cycles of surveys.

**WRITING & EDITING THE SELF-EVALUATION**

Throughout the 2011-12 academic year, section teams met to discuss the Standards, gather data and produce a report that addressed how Cabrillo was and was not successfully meeting the Standards as prescribed by the ACCJC. Standards co-chairs also met with Accreditation co-chairs once or twice a semester to assess progress, address questions and offer assistance and guidance. Standards co-chairs were encouraged to use the questions listed for the standards in the ACCJC Guide to Evaluating Institutions to guide their descriptions. Each team produced an outline of its narrative by December 2011, which was reviewed by the Accreditation co-chairs and returned the following month. The first draft of the description section of each Standard was completed in March 2012 and reviewed and returned in April. After this point, Vice President Renée Kilmer transferred her ALO duties due to an extended medical leave, and Dean of Education Centers Rachel Mayo was selected by the Instructional Administrators Council and confirmed by Cabinet as the new ALO. She and Rory O’Brien met with the Standards co-chairs to continue the Self-Evaluation process, offering suggestions to section teams on how to address the questions in the Guide more explicitly. The second drafts summarized the findings of each of the section teams and were submitted in July, reviewed and returned prior to the August Flex Week meeting with team members. All team members met once again in October to clarify the edits that were needed for the final drafts, which were submitted in December. At this point, the Accreditation co-chairs started working on a draft for CPC review.

The edited draft of the Self-Evaluation and an Executive Summary were taken to CPC for review at its January 16, 2013 meeting. These drafts were posted online on the internal College intranet, and team members and CPC had an opportunity to provide feedback regarding both by the end of February, at which point the Accreditation co-chairs incorporated the suggested edits and opened the drafts for the all-College review until the end of March. The Executive Summary was taken to the March Governing Board meeting, and an open College and Community forum was offered March 21 to gather input in person. A complete first draft was taken to the May Governing Board meeting, with a second reading in June of the final version for approval and submission to the ACCJC.

**A NOTE ON THE SELF-EVALUATION AS A WORK IN PROGRESS**

Cabrillo College has been formally working on this Self-Study since 2010. This has been both a strength and weakness. On the one hand, the College has benefited from having multiple opportunities to reflect carefully about the form and content of the reports. On the other hand, the College in 2013 is not the same place it was two years ago, when teams first started to work on the Self-Study. Within the last year, there has been turnover in the offices of the president and the vice president of instruction, as well as two long-term Governing Board representatives. In addition, surveys from fall 2011 often do not reflect recent changes in the College’s culture.
Updates of events, policies, or new data have been incorporated in the report through April 2013 to provide the visiting team with the most accurate and current information possible. Standard teams have continued to meet during the 2012-13 academic year to update their descriptions, evaluations and plans. Teams have continued to suggest editorial changes as the drafts have been altered by the Self-Evaluation’s principal authors (the Self-Evaluation co-chairs). Changes were also made based on the input from public forums and governance groups in the spring of 2013, the Accreditation Steering Committee (the CPC) and the Governing Board.

It must be noted that many of the original plans that were proposed by the various teams were reviewed and made public during the 2012-13 academic year. The College’s leadership and governance groups immediately set out to address some of the areas identified for improvement in the original plans presented in early drafts of the Self-Evaluation. Therefore, the plans themselves have been updated as the college has moved to address some of the needs and plans articulated in early drafts of the Self-Evaluation. Plans that were on schedule for completion before September 2013, such as improvements in processes in several areas, were deleted from the Self-Evaluation final draft.

Thus, the Accreditation Self-Evaluation has already been the catalyst for certain changes and improvements at the College. The Self-Evaluation is indeed a work in progress, informed by broad participation across the college community and pointing to ever-improving efforts to serve the interests of students.

**ACCREDITATION TIMELINE**

**2010 – 11**
- Establish Self-Evaluation committee structure.
- Develop initial timeline.
- Review Mission Statement.
- Develop survey instruments.
- Establish steering committee (CPC).
- Develop budget.
- Appoint Self-Study, Standard and Section co-chairs.
- Revised Mission Statement approved by Governing Board in July.

**Fall 2011**
- Recruit 11 section teams to research and respond to the standards.
- Train Standard and Section co-chairs.
- Teams begin research.
- Conduct student, faculty and staff surveys.

**Spring 2012**
- Publish and distribute survey results.
- Teams write first and second drafts of standard descriptions, evaluations and plans.
- Accreditation co-chairs and SLO coordinator review drafts and provide feedback.
- New ALO attends ACCJC trainings.
- Teams submit second drafts by July.

**Fall 2012**
- Accreditation co-chairs and SLO coordinator review drafts and provide feedback.
- Standards teams collect evidence and submit final drafts.
- Self-Study co-chairs review drafts and prepare Executive Summary for CPC and Governing Board.

**Spring 2013**
- CPC and Governing Board review Executive Summary.
- Produce posters for new Mission Statement and distribute around College.
- Begin development of website.
- Post drafts for the public on the College website.
- Hold public forum.
- Write Introduction and General Information.
- Review of the Self-Evaluation by the Cabrillo Governing Board.
- Approval of Board (June).
- Organize evidence.

**Fall 2013**
- Print and mail Self-Evaluation to ACCJC & Visiting Team (August).
- Gather documents.
- Finalize website.
- Set up Team Room.
- Prepare college — Accreditation focus during Flex Week.
STEERING COMMITTEES

College Planning Council 2011-12
Charlotte Achen (Student)
Dennis Bailey-Fougner (Administrator)
Jill Gallo (Staff)
Diane Goody (Staff)
Paul Harvell (Faculty)
Steve Hodges (Faculty)
Renee Kilmer (Administrator)
Brian King (Administrator)
Victoria Lewis (Administrator)
Michael Mangin (Faculty)
Graciano Mendoza (Administrator)
Dan Rothwell (Faculty)
Barbara Schultz-Perez (Faculty)
Stephanie Stainback (Staff)
Kathie Welch (Administrator)

College Planning Council 2012-13
Dennis Bailey-Fougner (Administrator)
Jill Gallo (Staff)
Diane Goody (Staff)
Cedar Green (Student)
Paul Harvell (Faculty)
John Hendrickson (Administrator – starting February 2013)
Steve Hodges (Faculty)
Brian King (Administrator – through January 2013)
Victoria Lewis (Administrator)
Michael Mangin (Faculty)
Graciano Mendoza (Administrator)
Alta Northcutt (Staff)
Dan Rothwell (Faculty)
Barbara Schultz-Perez (Faculty)
James Weckler (Administrator – starting January 2013)
Kathie Welch (Administrator)

2010-2013 ACCREDITATION CO-CHAIRS
Accreditation Liaison Officer: Renee Kilmer (fall 2010-spring 2012); Rachel Mayo (summer 2012-fall 2013)
Self-Study Co-chairs: Renee Kilmer and Rachel Mayo (Administrators – see dates above) and Rory O’Brien (Faculty)
Student Learning Outcomes Coordinator:
Marcy Alancraig
Researchers: PRO Staff: Craig Hayward (through spring 2012), Rick Fillman and Judy Cassada

SELF-EVALUATION TEAM MEMBERS

1A: Mission
Co-chairs: Alex Taurke (Faculty)
Stephanie Stainback (Staff)
Members: Beatriz Perez (Staff)
Steve Hodges (Faculty)
Laura Dickie (Faculty)
John Graulty (Administrator)

1B: Improving Institutional Effectiveness
Co-chairs: Dale Attias (Staff)
Michael Booth (Faculty)
Kristin Fabos (Administrator)
Members: Rick Fillman (Staff)
Tobin Keller (Faculty)
David King (Faculty)
Pamela Poandl (Staff)
Pamela Sanborn (Faculty)
Christy Vogel (Faculty)
Shelley West (Administrator)
Tatiana Bachuretz (Staff)

2A: Instruction
Co-chairs: Michael Mangin (Faculty)
Wanda Garner (Administrator)
Members: Marcy Alancraig (Faculty)
Sarah Albertson (Faculty)
Dale Attias (Staff)
Enrique Buelna (Faculty)
Jennifer Cass (Faculty)
Laurie Colombani (Staff)
Organizations for the Self-Evaluation

Mark DeSmet (Faculty)
Olga Diaz (Staff)
Carlos Figueroa (Faculty)
Jean Gallagher-Heil (Faculty)
Laurie Hedin (Staff)
Steve Hodges (Faculty)
Carol Hoffman (Faculty)
Carolyn Jackson (Faculty)
Onnie Killefer (Faculty)
Robin McFarland (Faculty)
Dustin McKenzie (Faculty)
Lisa Meyer (Faculty)
Diego Navarro (Faculty)
Isabel O’Connor (Administrator)
Pam Sanborn (Faculty)
Michael Strunk (Faculty)

2B: Student Support Services
Co-chairs: Margery Regalado (Administrator)
Barbara Shultz-Pérez (Faculty)
Members: Tama Bolton (Administrator)
Sesario Escoto (Administrator)
Jessica Gonzalez-Durham (Student)
Jay Jackson (Faculty)
Veronica Leon (Faculty)
Katie Marlow (Student)
Rudy Puente (Faculty)
Mayra Rocha (Student)
Debra Spencer (Faculty)
Margaret Tam (Staff)
Marcy Wieland (Staff)
Michael Wille (Faculty)
Anna Zagorska (Faculty)

2C: Library and Student Learning Services
Co-chairs: Georg Romero (Administrator)
Victoria Bañales (Faculty)
Members: Joyce Flager (Faculty)
Rhea Leonard (Faculty)
Tera Martin (Faculty)
Beth Regardz (Faculty)
Jeanette Richey (Faculty)
Dan Rothwell (Faculty)

3B: Physical Resources
Co-chairs: Joe Nugent (Administrator)
Gary Marcoccia (Faculty)
Members: Harry Bidloman (Administrator)
Binh Cheung (Staff)
David King (Faculty)

3A: Human Resources
Co-chairs: Dave Reynolds (Faculty)
Barbara Shingai (Administrator)
Members: Glenn Dixon (Staff)
David Douglass (Faculty)
Diane Goody (Staff)
Alta Northcutt (Staff)
Sondra Ricar (Faculty)
Becky Sulay (Staff)

3C: Technology Resources
Co-chairs: Dan Borges (Administrator)
Francine Van Meter (Faculty)
Wade Gil (Staff)
Members: Dale Attias (Staff)
Gerlinde Brady (Faculty)
Rosemary Brogan (Faculty)
Barb Durland (Faculty)
Matt Escover (Faculty)
Brad Krein (Faculty)
Lena Mason (Staff)
Marcelo Nogueira (Faculty)
Ed Parrish (Faculty)
Ray Rider (Administrator)

3D: Financial Resources
Co-chairs: Graciano Mendoza (Administrator)
Ray Kaupp (Faculty)
Members: Terri Evans (Staff)
Masina Hunnicutt (Administrator)
4A: Decision Making Roles and Processes
Co-chairs: Sarah Doub (Staff)
          James Weckler (Administrator)
Members:  Jason Camara (Faculty)
          Phillip Carr (Faculty)
          Sandi Moore (Staff)
          Conrad Scott-Curtis (Faculty)
          Melinda Silverstein (Administrator)

4B: Board and Administrative Organization
Co-chairs: Debora Bone (Faculty)
          Rachel Mayo (Administrator)
Members:  Lori Amato (Staff)
          Cheri Barkey (Faculty)
          Dominique Hansen (Staff)
Eligibility
Requirements for Accreditation

“I’ve always enjoyed the faculty and staff here at Cabrillo. I can’t remember having one bad experience here. And, I specifically really enjoyed my time with the faculty and staff in the Early Childhood Education Department. They’ve mentored me for years now, and I’ve worked in almost every position for them, down in the center, there. And, like I said, I could not say one bad thing about faculty or staff here.”
1. AUTHORITY

Cabrillo’s authority to operate as a degree-granting institution is the continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education (USDE). This authority is noted on the page immediately following the title page of the College Catalog.

2. MISSION

Cabrillo’s educational mission is clearly defined by the joint Mission and Vision Statements, approved and published by the Cabrillo College Governing Board in June 2011, consistent with its legal authorization. The joint statement is published online, in the Schedule of Classes and Catalog. It affirms the institutional commitment to achieving student learning, the core learning expectations at the College and is appropriate to a degree-granting institution of higher education as well as to the constituency it seeks to serve. The mission is included in all major planning documents and the inclusive college wide process for its review is undertaken every three years.

3. GOVERNING BODY

A seven-member Governing Board governs the Cabrillo Community College District, a single-college district. Trustees are elected to the Governing Board for four-year terms from each of the seven districts within a tri-county area — Santa Cruz, Monterey and a small portion of San Benito Counties. No member of the Governing Board shall have any financial interest in any contract or purchase order made by the Board (BP 1090). The terms of the trustees are staggered to provide continuity. The student body elects a student trustee who serves a one-year term on the Governing Board and who votes on college business (except for closed session issues) in an advisory capacity. The Governing Board holds monthly meetings open to the public, with notices and agendas widely posted in advance. In order to be accessible to members of the large tri-county area, the Governing Board holds one annual meeting in June at the Scotts Valley Center and one in August at the Watsonville Center. The agenda contains an oral comments section for community comment. The College Faculty Senate, the faculty union and the classified unions all provide reports to the Governing Board on a regular basis.
4. CHIEF EXECUTIVE OFFICER
The superintendent/president of the College is selected by the Governing Board. The current interim superintendent/president was appointed by the Governing Board in January 2013 with full-time responsibilities to the institution and the requisite authority to administer board policies. The Commission was informed of the change concerning the interim appointment and will be informed when the permanent appointment is completed.

5. ADMINISTRATIVE CAPACITY
The administration is adequate in number, experience and qualifications to provide appropriate administrative oversight.

6. OPERATIONAL STATUS
Students are enrolled in a variety of courses that lead to two-year degrees, certificates of proficiency, specializations, skills certificates and transfer.

7. DEGREES
The majority of Cabrillo's offerings are in programs that lead to degrees as described in the College Catalog, and a significant number of students are enrolled in these courses. Degree opportunities and transfer courses are clearly identified in the College Catalog.

8. EDUCATIONAL PROGRAMS
Cabrillo's educational programs are consistent with its mission, are based on recognized fields of study, are of sufficient content and length and maintain appropriate levels of quality and rigor for the degrees and programs offered. Basic skills programs in reading, writing and math help students develop the proficiencies necessary to advance to college-level curricula or to qualify for entry-level employment. Students with limited English proficiency may enroll in English as Second Language (ESL) courses. Cabrillo has 50 academic departments that offer courses and programs serving transfer-oriented students. These departments offer A.A. degrees in 56 fields of study. In 2011-2012, these departments awarded 630 A.A. degrees. Cabrillo has approximately 20 departments/programs that offer occupational certificates and degrees. These departments offer 36 different A.S. degrees, 38 types of Certificates of Proficiency and 68 varieties of Skill Certificates. In 2011-2012, 374 A.S. degrees, 226 Certificates of Achievement and 226 Skill Certificates were awarded. A.S. degrees generally require 60 semester units, including 21 units of General Education. Certificates of Proficiency require a minimum of 30 units. Skills Certificates require fewer than 18 units of course work.

9. ACADEMIC CREDIT
Academic credit is based on Title 5 – 55002.5 of the California Administrative Code.

10. EDUCATIONAL OBJECTIVES
Cabrillo defines and publishes student learning and achievement outcomes by program in the College Catalog, in occupational brochures and in instructional planning documents, which are reviewed and updated every six years. Course learning outcomes are published in each course syllabus. Regular and systematic assessment ensures student achievement of these outcomes, regardless of where or how programs are offered.

11. GENERAL EDUCATION
General Education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competence in writing and computational skills and serve as an introduction to major areas of knowledge (Title 5 – 55806). The quality and rigor of these courses is consistent with the academic standards appropriate to higher education. The General Education component of programs is consistent with statewide standards.

12. ACADEMIC FREEDOM
The institution's faculty and students are free to examine and test all knowledge appropriate to their disciplines or areas of major study as judged by the academic/educational community in general. The College's policy on Academic Freedom (BP3710) states that “the College protects and encourages the exchange of ideas which are presented in the spirit of free and open dialogue,” and that “Academic freedom encompasses the freedom to study, teach and express ideas, including unpopular or controversial ones, without censorship, political restraint or retribution. Academic freedom allows for the free exchange of ideas in the conscientious pursuit of truth.”

13. FACULTY
Cabrillo College has 202 (spring 2013) full-time instructors and 386 adjunct faculty teaching at the institution. The College is currently in the process of hiring nine additional full-time instructors. The names, degrees and years of employment of full-time faculty
are listed in the College Catalog. The faculty serves approximately 13,000 students per semester by providing them with quality programs in transfer curriculum, career technical education and in the mastery of basic skills. Faculty responsibilities include development and review of curriculum, as well as assessment of learning, and are stated in the Faculty Handbook and in the contract between the Cabrillo Community College District and the Cabrillo College Federation of Teachers.

14. STUDENT SERVICES

Cabrillo College provides appropriate services to students and develops programs that meet the educational support needs of its diverse student population, supporting student learning and development within the context of the institutional mission. The College provides services in the following areas: Admissions and Records, Articulation, Cabrillo Advancement Program, Bookstore, Children’s Center, Counseling, Disabled Student Programs and Services and Learning Skills, Food Services, Integrated Learning Center (Watsonville), Library, Extended Opportunity Programs and Services, Fast Track to Work, Financial Aid and Scholarships, International Student Services, PUENTE and other Learning Communities, Student Affairs, Student Employment and Student Health Services, Transfer and Career Center, Veterans Affairs, Inter-Collegiate Athletics, Tutorials, the Writing and Reading Centers, Open Access Computer Labs, Math Learning Center, MESA, STEM Center, Stroke Center and the Cabrillo College division of the Santa Cruz County Sheriff’s Office.

15. ADMISSIONS

The college’s admissions policies are consistent with its mission and conform to parameters outlined in state law and College regulations. They are published in the College Catalog, the Schedule of Classes and on the Cabrillo website. To enroll at Cabrillo, a student must satisfy the published requirements.

16. INFORMATION & LEARNING RESOURCES

Cabrillo provides specific long-term access to information and learning resources and services to support its educational mission and instructional programs wherever and in whichever format they are offered. These resources and services are provided for and delivered by many different divisions, departments and centers, but in general they primarily are the responsibility of two areas: the Robert E. Swenson Library and the Information Technology Department. Cabrillo’s resources include a library collection of over 70,000 items. Within the library, information sources are accessed from more than 100 technology stations equipped with computers, monitors and VCRs, or other information technology setups. All Cabrillo staff, students and faculty have access to computers, email and the Internet. The library has wireless capacity as do many other buildings and sites on campus. Students also have access to 110 computers in the CTC-Aptos and 34 computers in the CTC-Watsonville. There are more than 1,000 additional computers in labs that are restricted to certain programs, classes, or departments.

17. FINANCIAL RESOURCES

Most of the financial resources of the college come from the State of California. Additional funding is obtained from federal, state and private sources. All funds coming to the College are carefully tracked and documented. The College maintains adequate reserve levels for contingencies and for expansion. The College maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future.

18. FINANCIAL ACCOUNTABILITY

The College is audited on an annual basis by an independent audit firm. The firm is selected by evaluating the scope of its experience, the size of the firm and its ability to provide backup personnel and a wide range of expertise. References are carefully evaluated. The audit firms employ Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. The Governing Board reviews the audit findings, exceptions, letter to management and any recommendations made by the contracted audit firm. The College demonstrates compliance with Title IV federal requirements.

19. INSTITUTIONAL PLANNING & EVALUATION

Student Learning Outcomes (SLOs) are systematically evaluated and made public through institutional planning documents posted online. The Student Success Scorecard is posted on the College home page, making public in which ways the College is achieving its purpose. The Planning sections of the Self-Evaluation demonstrate the wide-ranging basic planning for the development of the College, as does the 2012-2015 College Strategic Plan. The results of goals, strategies and outcomes of the College Strategic Plan are reviewed by all components of the college on an annual
basis to make decisions regarding improvement through an ongoing and systematic cycle of improvement. The institutional planning process considers evidence of student achievement of educational goals to improve institutional structures and processes and for decisions regarding resource allocation and management.

20. INTEGRITY IN COMMUNICATION WITH THE PUBLIC

Cabrillo displays in writing and practice the model of institutional integrity. The Mission Statement of the College is clearly articulated in the College Catalog as well as in the College Strategic Plan. The College Catalog, the schedule of classes and the College’s website also provide the public with current information on degrees and curricular offerings, student fees, financial aid, refund policies, admissions policies, transfer requirements, hours of operation and appropriate contact information such as phone numbers and specific web pages where needed. The names and academic preparation of the faculty and administration are listed in the back of the Catalog. The names of the Governing Board members are also listed.

The College works with local media to ensure publication of important dates and activities of interest in various community and media calendars (e.g. Governing Board Meetings, Accreditation Public Forums, lectures and workshops, performances, lunch/dinner at the Sesnon House through the Culinary Arts and Hospitality Management program). The College also does a certain amount of direct mail to provide information and reminders about various activities, such as school performances or the start of registration.

21. INTEGRITY IN RELATIONS WITH THE ACCREDITING COMMISSION

The Governing Board provides assurance that the College adheres to the eligibility requirements and accreditation standards and policies of the Commission in its policies (Board Policy Manual, Section 1: Bylaws of the Governing Board) and actions and in its validation of this Self-Evaluation. The institution complies with Commission requests and directives and describes itself to all accrediting agencies in identical terms with complete, honest and accurate disclosure.
Certification of Compliance with Commission Policies

“We've all heard that education is the key to success. You’ve got to have an education to get somewhere, to be successful in life. And now, everybody is so prepared for every kind of job, you want to stay on top of the game.”
POLICY ON DISTANCE EDUCATION & ON CORRESPONDENCE EDUCATION

Development, implementation and evaluation of all courses and programs, including those offered via Distance Education or correspondence education, must take place within the institution’s total educational mission.

• Cabrillo College policies and procedures have been developed to ensure the Distance Education program is working within the institutional mission. This includes the Distance Education Faculty Handbook, curriculum procedures, Distance Education Committee and the Distance Education Plan.

Institutions are expected to control development, implementation and evaluation of all courses and programs offered in their names, including those offered via Distance Education or correspondence education.

• Cabrillo College’s Distance Education Committee has developed a Distance Education Faculty Handbook, curriculum committee processes for Distance Education, faculty evaluation process per contract and recommended self-evaluation process for faculty and courses. The Distance Education Committee processes recommendations and best practices through the Academic Senate and the shared governance process. In addition, the Distance Education Program participates in regular Chancellor’s Office surveys evaluating student satisfaction, retention and success.

Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through Distance Education or correspondence education.

• Cabrillo’s Distance Education Program has administrative unit outcomes and a three-year program plan approved by the Governing Board. Each individual course contains SLOs developed during the curriculum approval process.

Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

“Education is simply the soul of a society as it passes from one generation to another.”
- Gilbert K. Chesterton

VAPA Division,
Music Building
• Cabrillo assesses the Distance Education program administrative unit outcomes through program review and program satisfaction surveys.

Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode through the substantive change process.

• At Cabrillo, Distance Education courses are reviewed each spring to determine whether 50 percent or more of any degrees or certificates are offered through Distance Education.

Institutions are expected to provide the Commission advance notice of intent to offer a program, degree, or certificate in which 50 percent or more of the courses are via Distance Education.

• At Cabrillo, there are currently three degree programs approved by the Commission for offering via Distance Education.

Institutions that offer Distance Education must have processes in place through which the institution established that the student who registers in a Distance Education course is the same person who participated every time in and completes the course and is awarded academic credit.

• At Cabrillo, the Distance Education Department has developed a student authentication policy and made it a part of the Distance Education Faculty Handbook. The College has a student authentication policy in place. (BP/AP 3700) Cabrillo provides secure student authentication to the student network, online courses and related resources. A single authentication process provides students access to the campus network and the learning management system.

POLICY ON INSTITUTIONAL COMPLIANCE WITH TITLE IV

As part of the Commission’s eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.

• Cabrillo recognizes that federal regulations require that first time borrowers of direct loans receive entrance counseling. Entrance counseling, which is conducted at www.studentloans.gov, informs the student how the master promissory note works, emphasizes the importance of repaying the loan, describes the consequences of default and shows borrowers sample monthly repayment amounts. Cabrillo collects contact information about borrowers during the file completion process in order to facilitate future contact if needed. This ensures more knowledgeable, responsible borrowers and results in fewer defaulters as well.

• Cabrillo provides exit counseling to students who are leaving their program of study. Exit counseling is done at the website: https://studentloans.gov/myDirectLoan/index.action. The College views exit counseling as an effective way to prevent defaults and understands that it is often the last opportunity that borrowers have to work with someone at the school regarding their loans. Exit counseling provides in-depth counseling that focuses on fully explaining repayment plans and choices that fit the borrowers’ needs. It also is an opportunity to clear up any misconceptions students may have about their loan obligations and to reemphasize the consequences of default.

• Cabrillo recognizes that timely and accurate enrollment reporting to NSLDS or the guarantor is required by regulation and promotes school and student success. The College also believes that there is a correlation between late or inaccurate enrollment reporting and loan defaults. Accurate reporting activity ensures that borrowers receive their full grace period and further ensures that contacts from the loan servicer, such as correspondence and telephone calls, occur in the appropriate timing and sequence. Cabrillo’s Default Management Plan assures timely and accurate reporting of changes in enrollment status as is required. Cabrillo adheres to the required schedule of reporting changes in enrollment status and always tries to expedite timelines.

POLICY ON INSTITUTIONAL ADVERTISING, STUDENT RECRUITMENT & REPRESENTATION OF ACCREDITED STATUS
Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including electronic format.

- Cabrillo utilizes the College Catalog and the Schedule of Classes as outreach tools. These items are available in both printed and electronic formats. Both of these publications are focused primarily on course and education program information along with regulatory and enrollment information related to educational programs.

In institutional catalogs and/or official publications describing career opportunities, clear and accurate information shall be provided on national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.

- Cabrillo lists occupational programs in the College Catalog that contain licensure information and career opportunities, such as nursing and other programs in allied health.

**POLICY ON INSTITUTIONAL DEGREES & CREDITS**

An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.

- Cabrillo conforms to the commonly accepted minimum semester program length of 60 hours.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

- Cabrillo has and applies written policies and procedures for determining a credit hour that meet generally accepted expectations. (BP/AR 3020)

Programs in which credits and degrees are awarded based solely on successful student demonstration of expected competencies, and not through credit or clock hours, are defined as direct assessment programs.

- Cabrillo has no direct assessment programs.

**POLICY ON INSTITUTIONAL INTEGRITY & ETHICS**

An accredited institution will uphold and protect the integrity of its practices.

- Cabrillo protects the integrity of its practices through the mission, values, Board policies and compliance with Education Code.

An institution applying for eligibility, candidacy, or extension of candidacy, accreditation or reaffirmation of accreditation, provides the Commission with information that is readily available.

- Cabrillo complies with all Commission reporting requirements.

The institution assures the clarity, accuracy and availability of information provided to all persons or organizations and related to its mission statement, its educational programs, all student services and tuition and fees. The institution reports accurately to the public its accreditation status.

- Cabrillo publishes information related to its mission statement, educational programs, student services, accreditation status, tuition and fees via the College Catalog, the College Schedule and online postings.

The institution has policies to ensure academic honesty, accuracy in the hiring process and policies and procedures that provide due-process protection. These policies are reviewed regularly, posted on the College website and are widely available to the institution and to the public.

- A process for reviewing District policies is in place and regular review of policies occurs through the shared governance process.

The institution demonstrates integrity and honesty in interactions with students and prospective students in all academic, student support and administrative functions and services.

- Cabrillo’s Principles of Community document ensures the professional and respectful behavior of all employees and areas of service.

The institution provides information about its accreditation status, its transfer of credit policies and whether successful completion of its courses qualifies students to receive, to apply and/or to take licensure examinations.
• Cabrillo’s accreditation status is posted on the College website and included in print publications such as the Catalog and class schedule. Transfer-of-credit policies and information on licensure examinations are included in the College Catalog in both print and electronic versions.

The institution establishes and publicizes policies ensuring institutional integrity that contain clear statements of responsibility for assuring integrity and describe how violations of integrity are to be resolved.

• Cabrillo publicizes policies ensuring institutional integrity through the College Catalog and the Student Rights and Responsibilities handbook, both made widely available online and in print to all students, staff and faculty. BP 5710, Reporting of Fraud and other Governmental Activities, and BP/AR 5530, Disciplinary Procedures Policy, all describe how violations of integrity are to be resolved.

The institution cooperates in preparation for site visits, receives the team with a spirit of collegiality and complies with the Eligibility Requirements, Standards and Commission policies.

• Cabrillo holds accreditation activities as a priority and ensures that the campus is prepared for all accreditation requirements throughout the year

POLICY ON CONTRACTUAL RELATIONSHIPS WITH NON-REGIONALLY ACCREDITED ORGANIZATIONS

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining and evaluating all significant matters and relationships involving related entities that affect accreditation requirements.

• Cabrillo has contracts with non-regionally accredited organizations in the Contract and Community Education Program. These organizations do not award units or financial aid.

If an institution is part of a district/system with shared facilities or processes, the institution may use documents prepared by district/system in its report to the Commission.

• All District contracts meet the Guidelines for Good Practice in Contracting with Non-Regionally Accredited Organizations.

• The Cabrillo Community College District is a single-college district.
Abstract of the Self-Evaluation

“For me, Cabrillo has been a place where I have not only been welcomed, [but] felt safe, [and] had instructors who really cared. And that has given me power to find out who I am, who I want to be, and has generally given me a sense of security that I don’t know I would have gotten anywhere else.”

Annie Olea
Communications Major
Abstract of the Self-Evaluation

Since the last Accreditation Self-Evaluation, Cabrillo adopted a new Educational Master Plan in January 2013, revised the College Master Plan (now called the College Strategic Plan) by streamlining the goals and objectives for a 2012-15 version and updated other major planning documents for Technology, Facilities and Distance Education. All new construction projects from the 1998 and 2004 bond measures have been completed and a Space Allocation Process was completed to address the secondary effects of the new construction. The College has been designated as a Hispanic Serving Institution and been awarded a Title VII and Title III grant to improve college infrastructure and increase student success. Institutional planning processes have improved with the integration of all college components into a six-year planning cycle with Administrative Unit Outcomes for non-instructional areas. Institutional effectiveness has improved with the growth of a data-driven culture for assessment and decision-making, resulting in a more defined improvement cycle for programs and processes. Major challenges for the next six years include identifying resources to support expanded facilities and refocusing programs as necessary to ensure optimum student success.

1A: MISSION

The College Mission Statement was developed through a collaborative process and defines Cabrillo’s purpose, student population and commitment to student learning. It is published online and in print publications and posted throughout the College in various places. It is included in the College Strategic Plan, Educational Master Plan and is reviewed periodically along with the Vision Statement, both for content (effectiveness and relevancy) and for the effectiveness of the process used to develop it. The current version was approved by the Governing Board in June 2011.

1B: IMPROVING INSTITUTIONAL EFFECTIVENESS

Internal dialogue about the continuous improvement of institutional processes and student learning is ongoing, self-reflective and collegial. Priorities are aligned with the College Mission and Strategic Plan, and goals for improvement and their assessment are discussed in the CPC. Ongoing program planning occurs at several levels of the College, with the goal of integrated planning being systematic and fully implemented at each department, division and component level with a comprehensive, six-year cycle that includes annual updates. The integrated planning cycle in-

“The object of education is to prepare the young to educate themselves throughout their lives.”

- Robert M. Hutchins

Graduation!
Abstract of the Self-Evaluation

includes administrative and non-instructional program planning along with instructional planning.

2A: INSTRUCTIONAL PROGRAMS

Instructional programs meet the College mission, are of high quality regardless of the type of credit awarded, delivery mode, or location, and include focused study in at least one area of inquiry or an interdisciplinary core, as well as a component of General Education. Educational planning requires dialogue that relies on the expertise of faculty; college policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge; and faculty surveys indicate that the vast majority (97.3 percent) of instructors feel that academic freedom is upheld by the College. As instructional planning becomes more complex, the College is developing processes that allow for wider participation and are more efficient and effective. Quality control for courses offered in Distance Education mode is a priority, with a goal of developing a design review process for Distance Education courses prior to course delivery.

The SLO assessment process in Instruction is well established and robust, and the College has moved to the proficiency stage where the SLO process has become part of the fabric of the institution. Qualitative measurement is strong, and is produced by dialogue, which can be the most enjoyable and productive part of the process for many departments. Quantitative measurement is being improved with the exploration of numerical reporting of assessment results. An emphasis on quality assurance has become the major focus of the SLO efforts in Instruction.

Students and prospective students are provided clear and accurate information about courses, programs and transfer policies, and students receive a syllabus for each course that specifies the SLOs, which are consistent with the official course outline. The purpose, content, course requirements and expected SLOs are described for degrees and certificates, and students completing CTE certificates and degrees are able to meet standards in employment and licensure requirements. Online registration is a challenge for less technically sophisticated students, and the College continues to seek improvements in making information as complete and user-friendly as possible, including helping guide students to define and meet their educational goals.

2B: STUDENT SERVICES

Student Services maintains quality through evaluation of programs and services regardless of where and how they are delivered, making improvements and allocating resources based upon these assessments. The College Catalog includes all the required components, and students can now use self-service tools to access information online, such as degree and enrollment verifications. This contributes to student success and addresses an ongoing goal and student learning outcome. These online services also provide useful feedback that can improve processes. Guided enrollment is a new service for students through a partnership between the Learning Communities Center and Assessment that provides learning community information directly after the assessment session for students who place at basic skills in math or English. Improvements to the ESL assessment and placement procedures are ongoing.

All Student Services programs have completed program plans incorporating data from SLOs and AUOs, and a common assessment cycle and tool for future program reviews has been designed. The Campus Climate Student Survey is used to measure student satisfaction with all services across campus, and departments review the results and use specific program data to analyze trends for program improvement and respond to changing state regulations. After plans are reviewed within the component, they are incorporated into integrated program planning at the institutional level. The College is in the planning process for compliance with the Student Success Act of 2012, including developing new priorities for faculty staffing in Student Services along with instructional staffing.

The improvement cycle for planning will address improving counseling facilities to facilitate student flow, access and consolidation of services. Admissions and Records and Financial Aid are now combined under Enrollment Services, a restructuring that facilitates sharing resources, talents, ideas and responsibilities, as well as more efficient planning and training. This integrated process serves as a model for all Student Services programs.

2C: LIBRARY & LEARNING SUPPORT SERVICES

Library and learning support services are of sufficient quality, currency, depth and variety to provide appropriate resources for
educational offerings, regardless of location or means of delivery. The library and learning centers all participate in campus planning processes and are evolving and adapting to changing budget realities by increasing the level of cooperation and sharing among the different centers. The desire to produce greater efficacy with limited resources has produced a goal of increasing shared spaces, more standardized practices and hours and other shared utilization of resources. Student feedback provides important input for the planning process and at times counters staff perceptions of assumed student needs. The learning centers will use the program planning process to evaluate their effectiveness in contributing to student success.

3A: HUMAN RESOURCES

District hiring procedures are designed to ensure that qualified personnel are hired to maintain the integrity and quality of Cabrillo’s program and services. Instructional program planning drives decisions to hire faculty, and classified staffing is evaluated on an ongoing basis through a regular planning process that includes instructional program planning and administrative departmental review. Management position requests are reviewed by the College Cabinet, administrative staff and the CPC. The 2011 Accreditation survey reflected that faculty, staff and administrators believe the College’s policies and practices demonstrate appropriate concern for issues of equity and diversity, and the Staff Development Committee and the Teaching and Learning Center have been successful in providing appropriate training opportunities for faculty and staff.

The ability to increase classified staff and faculty has been limited by state budget reductions, and in an attempt to address staffing needs of new facilities, some reallocation and/or reorganization of resources and positions has taken place within the components. The College will continue to evaluate academic/instructional programs so that staffing patterns conserve resources to best support student achievement and will continue to evaluate what level of services can be offered while remaining fiscally responsible by creatively addressing student needs.

3B: PHYSICAL RESOURCES

Since 2007, the District has completed the majority of the capital construction projects from the Facilities Master Plan. Physical resources support institutional programs and services effectively, and facilities and equipment are evaluated on a regular basis, taking utilization and other relevant data into account. The College continues to address the fiscal challenges that exist in providing adequate staff in Facilities to maintain the longevity of resources in optimum condition for a positive learning environment and pursues a goal of developing a total cost of ownership model for responsible budget planning.

3C: TECHNOLOGY RESOURCES

Technology and facility decisions are based on the results of evaluation of program and service needs, and those needs are met effectively as a result of prioritization and plans for improvement. An integrated website has been developed for Distance Education, and more than 200 faculty and 16,000 students each year use a common learning management system for online, hybrid and web-enhanced instruction. IT has implemented emergency response applications and a disaster recovery plan, along with significant upgrades to the College network infrastructure and telecommunications for all offices and the majority of classrooms. New internal processes include a project charter that ensures validation of projects and verification of their requirements. A new Virtual Desktop Infrastructure was launched in 2012 that will save significant costs with the service and support needs for labs. Changes to the data storage and central information systems have improved services to all students, faculty and staff.

The 2011 Accreditation survey showed an overall positive trend in staff and faculty satisfaction with the IT Department and also indicated that wireless connectivity and effective smart classrooms are in need of improvement. A wireless coverage audit will be conducted to identify gaps in coverage and areas of excessive overlap. Enhancements are also planned for college infrastructure, data access and security, which will improve the effectiveness of the integrated data systems, MIS reporting, document management and web-based services.

3D: FINANCIAL RESOURCES

Financial planning is conducted with transparency, in accordance with the College’s mission and goals, and with responsible allocation of resources to maintain fiscal solvency and support institutional planning. Appropriate control mechanisms are in place to assure the financial integrity and responsible use of resources. These mechanisms occasionally bring to light deficiencies that
need to be corrected in internal processes. The integration of financial resource planning with institutional planning takes place at all levels of program planning and is reviewed at a college wide level by the CPC, and the various programs systematically assess the effective use of financial resources and use the results to improve effectiveness.

**4A: DECISION-MAKING PROCESS**

Shared governance structures work collaboratively on behalf of institutional improvements, and communication and dialogue at the College are widespread and effective. Communication to the public regarding educational quality at the College is accurate, and the response to past Commission recommendations has been timely and complete. The institutional values, embodied in the Mission and the “Core Four,” are familiar to all and used at all levels of institutional practice and process. Institutional leaders create opportunities for staff at all levels, as well as students, to take initiative in improving the programs and processes with which they are involved.

Written policies on governance procedures specify appropriate roles for staff and students, as well as the academic roles of faculty in the planning of educational programs and services. Cabrillo relies upon faculty and academic administrators for recommendations regarding student learning programs and services. The Faculty Senate, Curriculum Committee, Academic Council and the Outcomes Assessment Review Committee all provide avenues for faculty input on instructional programs.

**4B: BOARD & ADMINISTRATIVE ORGANIZATION**

The 2011 Faculty and Staff Accreditation Surveys show that 72 percent of the faculty and 68 percent of the staff agreed that the Governing Board’s policies support the quality, integrity and effectiveness of student learning programs and services, while 79 percent and 58 percent respectively agreed that the administration provides effective leadership for the College. Two-thirds of the faculty (69 percent) agreed that the Faculty Senate is effective in making recommendations in academic and professional matters.

The president retains primary responsibility for the quality of services Cabrillo provides, and serves as an effective leader in planning, organizing, budgeting, selecting and developing personnel, as well as assessing institutional effectiveness. The ongoing public support for the College is reflected in Cabrillo College Foundation contributions surpassing $16 million to date.
"The best experience I’ve had at Cabrillo College [was] entering the Honors Program. Automatically, going into the Honors Program, I was surrounded by like-minded people and small class sizes. Some of the best guidance I’ve received at Cabrillo College is from a faculty member. She’s an Honors counselor: Carolyn Jackson. She’s done a fantastic job giving me the guidance I needed in order to transfer. She gave me the course work I needed; she mapped it out. And, when things didn’t work out with a certain class, she always did a good job in adjusting what class I should take instead. And so, I’m thankful for the people that have made themselves available to students, for their success."
The summary below describes progress, completion or deferral of the issues the college community identified in the Institutional Self-Study in Support of Reaffirmation of Accreditation 2007. They are divided into categories by those:

1. ACTED UPON SINCE ACCREDITATION VISIT

   • Continue to implement program planning within all components, having all departments go through the program planning process on a regular cycle. (1B)
   • Revise the Master Plan and commit to revising the plan regularly with annual updates and reports on progress toward objectives. (1B)
   • Schedule a revision of the College Facilities Master Plan to coincide with the completion of the major construction projects currently in progress. (1B)
   • Revise the Facilities, Watsonville and Technology plans to more clearly cohere with the College Strategic Plan. (1B)
   • Continue to provide training, through the learning outcomes assessment coordinator, to entire departments and/or assist individual faculty with the assessment process. (2A)
   • Endeavor to make the “Core Four” even more visible and accessible to students and faculty. (2A)
   • Continue college wide dialogue to review the “Core Four” for any missing pieces with a view to correct any gaps that are identified. (2A)
   • Implement CurricuNet (the newly purchased curriculum development and management program) to more adequately address the needs of the curriculum process. (2A)
   • Implement technological innovations that will assist instructional divisions in meeting the challenges of course scheduling and enrollment management. (2A)
   • Continue to monitor the needs of county employers so that occupational programs will continue to provide high quality education that meet the needs of their students. (2A)

“Education is all a matter of building bridges.”
- Ralph Ellison
• Equal access: The College will continue to expand the services and information available to students via the Internet. The college will enact policies to ensure that all members of Cabrillo’s diverse community have access to the College’s student services. (2B)

• Program planning: Student Services will continue to implement a systematic and on-going cycle of program planning, evaluation and assessment for all student services and support programs, including the Counseling Division, allowing sufficient opportunities for dialogue within and among programs. SLOs will be integrated throughout the departments’ plans along with effective assessment practices and instruments to measure their success. (2B)

• Communication: The College will develop and implement a plan to better advertise and explain the range of student services to students, faculty and staff. This plan will specifically address: student extra-curricular opportunities; regular updates and distribution of policy books and College publications; improved storage and security of student records; improved communication regarding program review, assessment process and budgeting with the Student Services programs; and improved communication among all college components, particularly about the changes that impact other services. (2B)

• Continue to closely monitor the resource requirements of the students and integrate the instructional elements of the library and Learning Support Services into the cyclical pattern of assessment through instructional planning. (2C)

• Expand the library’s catalog coverage to include other collections on campus, such as the ECE Department’s Peace Library. (2C)

• Review the physical space needs of some learning support resources. (2C)

• Monitor the effectiveness of evaluative processes and develop mechanisms to improve learning support services, especially for the Math Learning Center. (2C)

• Clarify college hiring processes. (3A)

• Improve awareness of available HR resources for accessing HR policies, procedures and other information related to personnel issues, including their updated web pages. (3A)

• Develop a hiring handbook that explains the process and timelines for all hiring committee members that explicitly addresses issues of diversity. (3A)

• Explore ways to improve the evaluation processes at the College. (3A)

• Make the processes for planning and budgeting for new management and classified positions more transparent to all stakeholders. (3A)

• Evaluate the current IIPP and ensure timely implementation. (3A)

• Clarify the College’s commitment to a professional code of ethics and publicize that policy more effectively. (3A)

• Enhance security by improving the alarm and key distribution systems. (3B)

• Increase technological support for the Instruction, Student Services and Business Services. (3C)

• Review the roles of the CPC and the President’s Cabinet in the financial planning process, as part of an overarching effort to more clearly define the roles of these two governing bodies. (3D)

• Address concerns about the adequacy of staff and faculty training in technology, including Datatel. (3C)

• Create a college wide technology maintenance and replacement plan for all programs, both instructional and non-instructional. (3C)

• Develop an easy-to-read flow chart of the decision-making processes at the college. (4A)

• Provide a clear explanation of the relationship between Program Planning and the decision-making process. (4A)

• Have in place a transparent and open decision-making process that can be communicated clearly to the college community. (4A)

• Create a formalized mechanism for college wide dialogue, encouraging input from those both inside and outside an area under discussion. (4A)

• Implement a plan to improve the College website to keep it more current and to make sure that faculty and staff are familiarized with its usefulness as a resource. (4A)
• Revise the governance manual in order to clarify the functions and relationship of the College's primary councils and committees, including the role of the Cabinet and the Administrative Leadership Team in college governance. (4A)

• Create a review cycle for policies, manuals and procedures. (4B)

• Schedule regular retreats to review the role and function of the board. (4B)

2. DEFERRED DUE TO BUDGET/STAFFING CONSTRAINTS

• Continue to implement the new classified hiring prioritization process with an eye towards staffing needs for the new facilities. (3A)

• Study the usefulness of developing benchmarks for measuring the staff-hours required to perform classified functions. (3A)

• Engage in college wide dialogue to discuss ways to improve access for faculty, staff and managers seeking professional growth and training. (3A)

• Reinstate a college wide Diversity Committee to address issues of diversity at the College and to encourage professional development on diversity issues. (3A)

• Continue efforts through the FPAC and SEAC to solicit broad input into the process of reallocation and renovation of existing space when new facilities open up. (3B)

• Address technology staffing needs through the hiring priority process. (3C)

• Refine and improve the classified staff hiring prioritization process and communicate its mechanisms to the staff. (3C)

3. IN PROGRESS

• Implement a system whereby students will be able to review their progress towards the A.A. and A.S. degrees, thereby facilitating student success in the transfer programs (2A)

• Develop a plan to more fully integrate facilities, equipment and maintenance planning, which will include a process to evaluate how resources are being allocated for facilities and equipment to ensure the best possible learning environment for students. The plan will also explicitly address staffing requirements for the maintenance of all new facilities at the College. (3B)

• Develop a Total Cost of Ownership model for facilities and equipment and implement such a program where it best serves the needs of the College. (3B)

• Develop a college wide process for requesting technology funding, recognizing the specialized needs of individual departments and programs. (3C)

• Conduct the Governing Board’s self-evaluation according to the schedule and manner determined in the policy. (4B)
President’s Message

Dear Students, Prospective Students, and Friends:

Welcome to Cabrillo College! I invite you to explore the variety of learning opportunities offered here at Cabrillo College. Whether you want to train for a new job, earn a college degree, transfer to a four-year college or university, upgrade your existing skills or explore the arts, Cabrillo College has courses to meet your needs.

From its origin in 1959 to the present, Cabrillo College has placed the values of educational excellence at the heart of its activities.
Cabrillo offers a wonderful academic environment to begin your college career, restart your education or acquire skills to meet today’s workplace needs. I encourage you to learn more about our college by exploring our website, or, better yet, visiting us in person. You can also apply and register online.

On behalf of all of us at Cabrillo College, I wish you success and happiness in your future education and career accomplishments.

Sincerely,
Dr. Laurel Jones
President and Superintendent
Responses to 2007 ACCJC Site Team Recommendations

RECOMMENDATION 1

The team recommends that Student Support Services develop and implement student learning outcomes and measurements for all its departments, collect and analyze the data and link the results to planning and program improvement.

In response to the visiting team recommendation, staff in Student Services convened for a day of training in 2008 to start the process of writing Student Learning Outcomes and linking them to the institutional learning outcomes or college core competencies (referred to as the “Core Four”). All departments wrote SLOs at this workshop and many started the planning process for assessing them. As assessment progressed, it revealed that linking the departmental SLOs to the “Core Four” didn’t actually capture the learning that students experienced when using the services, so through meetings with the SLO coordinator, the SLOs were adjusted to be more learner-centered. In addition, the College applied for and received a Bridging Research, Information and Culture technical assistance grant in 2010 from the Research and Planning Group of California, funded by the Hewlett Foundation. This grant provided Cabrillo with 150 hours of technical support and expertise from statewide experts in research, assessment and planning, and part of the grant was used to provide assistance in SLO assessment to all departments in Student Services. After first meeting with the technical assistance team in fall 2010, Student Services departments rewrote their SLOs and made plans for how they would assess them. In spring 2011, a BRIC technical assistance team member conducted an all-day workshop at Cabrillo, meeting with each Student Services department to look at the rewritten SLOs and discuss the plans the departments had made to assess them. These rewritten SLOs are posted on the Student Services website. At the same time, Matriculation was moved from the Instruction component to Student Services, and the departments that had been under Instruction were integrated into the SLO assessment and program planning process of Student Services. Now that this initial phase of SLO assessment is complete, all Student Services departments will follow a six-year program planning cycle that includes SLO assessment and an annual report due each spring. The calendar for that cycle is posted on both the Student Services website and the SLO website. Student Services has also standardized its required program planning elements

“When you know better you do better.”
- Maya Angelou
and developed a template for those plans. This template better integrates SLO assessment results with program planning goals and budgetary recommendations.

This recommendation has been met as of fall 2012. All departments in Student Services have now developed SLOs and assessment methods that provide useful information about how to improve student learning. Departments have written comprehensive program plans, with recommendations linked to data obtained through SLO assessment, student survey data and individual program data collection methods. In addition, SLO assessment has now been integrated with the program review process in Student Services.

RECOMMENDATION 2

The team recommends that the next master plan include an emphasis on planning for Distance Education and all off campus sites with regard to instruction and support services. Further, the master plan should address the evolving classified staffing needs in light of new technologies, facilities expansion and operational needs.

The new Educational Master Plan, adopted in January 2013, contains an emphasis on planning for Distance Education and off-campus sites with regard to instruction and student services. The plan was developed through a broad, inclusive process beginning in spring 2012, and significant input regarding the final draft of the plan was solicited and received from the College community during fall 2012 to ensure maximum accuracy. The Watsonville Center is analyzed independently as an off campus site in this plan, and the Distance Education program is also analyzed independently, with recommendations for planning. The new Educational Master Plan, adopted in January 2013, contains an emphasis on planning for Distance Education and off-campus sites with regard to instruction and student services. The plan was developed through a broad, inclusive process beginning in spring 2012, and significant input regarding the final draft of the plan was solicited and received from the College community during fall 2012 to ensure maximum accuracy. The Watsonville Center is analyzed independently as an off campus site in this plan, and the Distance Education program is also analyzed independently, with recommendations for planning. The College Strategic Plan of 2012-15 contains objectives related to classified staffing needs, professional development and integrating planning with resource allocation for institutional effectiveness.

RECOMMENDATION 3

The team recommends that the college adopt a formal reserve policy. The college should establish a clear written reserve policy to protect the financial stability of the college in the support of institutional effectiveness.

Immediately after the team’s visit, the office of the vice president of administrative services began work on a revision to the College’s formal reserve policy. The revised policy was based on the State Chancellor’s Office definition of “prudent reserve” and amended the required reserve amount to five percent. The proposed revision was presented to CPC for discussion and ultimately approved by the Governing Board in February 2008. Since that date, the College has fully funded the five percent required reserve.

RECOMMENDATION 4

The team recommends that the college update the “Governance Manual” (1999) to reflect the current governance processes used by the constituent groups of the college. The college should describe the charge of the committees and the composition of the membership and how often they meet.

Descriptions of all College standing committees have been updated on the Governance website with the charge, composition and frequency of meeting. The Faculty Senate website also has a list of governance committees with Senate membership, which are also listed on the Governance website. The primary shared governance process used by constituent groups of the College is the CPC, which has college wide representation (administration, faculty, classified and confidential staff and students) and provides a forum for discussion of all significant matters impacting the College.

The process of updating the Governance Manual commenced in 2006, and to date all board policies that were last reviewed prior to 2007 have been updated, following the model of the Community College League of California for wording in many instances. This shared governance review process went through the representative councils for each component (Instruction Council, Student Services Council, Administrative Services Council). Policies that affected more than one component were reviewed by all councils
involved. This process, although lengthy, proved to be beneficial, as significant updates to board policies and administrative regulations were accomplished, including additions of new required policies that were not in place at the time of the last accreditation study. The College will be moving to the numbering system suggested by the League in the near future.

Since the last self-study, websites have been established for many governance committees including CPC, where all members of the college may easily access agendas, minutes and meeting handouts from the meetings. The website is updated regularly after each meeting.
Areas of Focus & Planning Summary

Over the years, Cabrillo College has become known and admired as an open-door institution that seeks to fill the educational needs of every segment of the community. Founding President Robert Swenson was most proud of Cabrillo earning a reputation as a college that cares about people. Upon his retirement in 1977, he said, “I’m often told by students that they decided to come here because they know the faculty really cares what happens.” That sense of caring was modeled by Dr. Swenson throughout his long association with Cabrillo, which lasted until his passing in 2007. His presence is still felt around campus, and his passion for student success has become embedded within the Cabrillo culture.
PLANNING AGENDA FOR 2013 SELF-EVALUATION:

Through its Self-Evaluation, the College has identified six areas for further development:

1. **Fully implement the Integrated Program Planning cycle at all of its stages throughout the College at each department, division and component level. (Standard IB)**
   
   Lead responsible: President
   
   Completion: December 2014

2. **Develop a staggered, comprehensive six-year cycle with annual updates for all departments undergoing Administrative/non-Instructional Program Planning. (IB)**
   
   Lead responsible: President
   
   Completion: December 2013

3. **Strengthen existing SLO processes for quality assurance. (IIA)**
   
   Lead responsible: SLO Coordinator
   
   Completion: June 2014

4. **Identify responsibilities and timeline for implementation of requirements of the Student Success Act, Title 5 and the California Education Code: orientation, assessment, education planning and enrollment priorities. (IIB)**
   
   Lead responsible: Vice President, Student Services
   
   Completion: June 2013

5. **Conduct analysis and develop a plan to improve counseling/transfer space to better serve students and support the faculty and staff. (IIB)**
   
   Lead responsible: Dean, Counseling & Educational Support Services
   
   Completion: June 2013

6. **The Board will incorporate Accreditation standards into its annual self-evaluation. (IVB)**
   
   Lead responsible: Chair, Governing Board
   
   Completion: December 2014
SLO Assessment & Program Planning at Cabrillo College

We've come a long way since our first classes were held in temporary quarters within the partially abandoned old Watsonville High School. The year was 1959, freshman enrollment was about 400 students, and what was then known as Cabrillo Junior College was born.

The name "Cabrillo" held special significance. Juan Rodriguez Cabrillo was a Portuguese ship pilot who, in 1542, led the first European expedition to explore the uncharted coast of California. While his sense of exploration and discovery applied to the New World, the Cabrillo founders hoped that students would undertake a similar search for their own new world of personal achievement and leadership.
A BRIEF HISTORY

Cabrillo began experimenting with Student Learning Outcomes in 1999. A three-year pilot effort, the Summer Learner Outcome Institute, introduced 57 faculty members to SLO concepts during two-week workshops held in the summer. Members of the Institute wrote and made plans to assess outcomes in one class; they undertook that assessment during the following semester and then shared their results with the campus in numerous Flex workshops and the production of two manuals, The Learner Outcome Handbook and the Learner Outcome Toolkit (the SLO web page provides links to both documents and to the Learner Outcome Institute Fact Sheet, which shares more details about this preliminary SLO project).

After this introductory period, the College as an institution embraced SLO assessment. Two shared governance committees, the Learner Outcomes and Accreditation Committee (2001-2003) and the Accreditation Planning Committee (2003-2005), along with the Cabrillo Faculty Senate, worked over a period of years to:

• Draft the college core competencies (2002-2003)
• Create an assessment plan for the entire campus, dividing it into five assessment sectors: Basic Skills and Transfer, CTE, the Library, Student Services and Administration (2003-2004)
• Create an oversight body, the Outcomes Assessment Review Committee, charged with analyzing everyone’s yearly assessment data and writing an annual report (2004-2005)

The development of SLO assessment on the campus showcases one of the hallmarks of Cabrillo’s culture: a high level of robust dialogue. The College community had significant input into the creation of the SLO assessment process.

The Faculty Senate took the lead in designing SLO assessment for Instructional departments (2003-2004). It adopted two features that make Cabrillo unique from other colleges across the state:

After much honest dialogue about numbers of graduates in most majors, the Faculty Senate decided to view General Education as all one program, composed of all departments that teach transfer and basic skills courses. No individual transfer or basic skills department writes or assesses departmental level SLOs. Instead, the departments measure the College core competencies (the “Core...
Four"), written and approved by the Senate, which serve as the General Education program SLOs and as the SLOs for the A.A. and A.S. degrees.

The Faculty Senate also decided how to assess both the "Core Four" and all course SLOs in Transfer and Basic Skills. It chose two course-embedded methods (major assignments graded with a rubric and/or analysis of specific test questions). In contrast, the Senate left the design of assessment methods in CTE programs to individual departments so they could utilize other methods that might better match their area of study or were already in use by their outside accrediting agencies.

The Senate has continued to guide SLO assessment in Instruction. In fall 2007, with input from the Student Senate, the core competencies were revised to include more of an emphasis on environmental issues, particularly in global awareness [SLO.1]. Fall 2011 saw the addition of another assessment method (pre and post testing) as an option for Transfer and Basic Skills SLO assessment [SLO.2]. In addition, in response to recommendations by the Outcomes Assessment Review Committee (see below), beginning in Spring 2012, the Senate has undertaken a project to pilot changes in how Instructional assessment results are reported.

When it came to the development of the College's overall assessment plan for all five assessment sectors, the entire community provided input. An all-college Flex workshop, "Chewing on Learner Outcomes," (Spring 2005), introduced Cabrillo to the plans created by the Accreditation Planning Committee. The Committee then amended those plans, based on feedback it received during those sessions and presented it in a follow up workshop "Digesting Learner Outcomes" (Fall 2005).

Spring 2006 saw the first implementation of the college wide assessment plan. While Instruction had been writing and assessing SLOs since 2004, other areas on campus were new to the concept. Each area's efforts are discussed in more detail below. The Outcomes Assessment Review Committee, which oversees all assessment efforts, met for the first time in 2007 and issued its first annual report that year [SLO.3]. Their work and the findings of each year's report will also be discussed below.

**CABRILLO’S ASSESSMENT STRUCTURE**

The assessment plan created by the Accreditation Planning Committee divided its SLO efforts into five areas:

1. Transfer and Basic Skills
2. CTE
3. Student Services
4. Library
5. Administration

In 2004, including Administration as part of student learning outcomes assessment was rare in California, but the dialogue at Accreditation Planning Committee meetings led to this innovation [SLO.4]. Though the 2002 accreditation standards did not mention Administration in any specific citations about student learning outcomes, the committee took the view that that all areas of the College contribute to student learning, some directly (as in Instruction, Library and Student Services) and others more indirectly (Administration - which includes the non-Instructional areas of Instruction, Administrative Services and the President Component composed of the President’s Office, Planning and Research, Marketing and Communication and the Cabrillo College Foundation). Everyone was asked to be part of this new focus of the college.

Since most areas already had in place a self-reflective program review process, SLO assessment was simply added as a component to it. Departments in each area are expected to write and assess SLOs and then analyze their results as part of their regular, ongoing program planning cycle. These program plans are then evaluated by an oversight group within the area. Once the oversight group has approved the plans, the assessment results are passed on to the Outcomes Assessment Review Committee.

Each year, the Outcomes Assessment Review Committee analyzes the results from across campus and issues an annual report on what it observes [SLO.5]. The Outcomes Assessment Review Committee (ARC), a shared-governance committee of faculty, staff, students and administrators, is charged with identifying both the broad student learning issues that are revealed by the assessment process and also the issues that arise from campus SLO processes. The College is constantly analyzing its processes and seeking ways to improve them. Most of the suggestions for meeting challenges in each SLO assessment sector mentioned in this chapter and
throughout this Self-Evaluation arise from ARC reports. These reports are shared with various decision-making bodies on campus including the Governing Board, the Master Planning Committee, the CPC, the Faculty and Student Senates and the two employee unions. Those groups are charged with dialoguing about and acting on the recommendations proposed by the Outcomes Assessment Review Committee. The ARC report is also posted on the SLO web site for the public.

THE ROLE OF PROGRAM PLANNING IN SLO ASSESSMENT

One key feature of Cabrillo’s SLO assessment efforts is that from the start, the College desired to integrate SLO assessment work into on-going program planning, curriculum review and other college processes. In other words, assessment was not to be an “add-on” or separate activity. This has proven especially true for Transfer and Basic Skills, CTE and the library, in part because those areas are part of Instruction, which has a well established, intensive and robust program planning process in place.

To integrate SLO assessment into Instructional sectors, the Council for Instructional Planning (CIP), a group chaired by the vice president of instruction and composed of division deans, representatives from Faculty Senate and the SLO coordinator, set up a schedule to phase in the work. Departments in Instruction and the library itself have a six-year Program Planning schedule, accompanied by annual updates. Program Planning includes an intensive curriculum review as well. Approximately 12 departments write a program plan each year. The Council of Instructional Planning created a schedule in which departments undergoing program planning gradually wrote and assessed more and more SLOs over a five-year period (see Table 1, below).

Once a department completes this introduction to assessment, the full schedule, called “The Revolving Wheel of Assessment,” is implemented. The Revolving Wheel requires Transfer and Basic Skills departments to assess each of the core competencies (the “Core Four”) and the SLOs in every course they offer over a five-year period. CTE programs assess each course SLO and the SLOs for every certificate and degree they offer over the same time frame. CTE departments also meet with the General Education programs whose courses they require to engage in a dialogue about how those courses are meeting CTE students’ needs. Most departments assess course SLOs for the first three years of their program planning cycle and either the “Core Four” or certificate SLOs for the next two. The final year of the program planning cycle is spent analyz-

<table>
<thead>
<tr>
<th>Year</th>
<th>Transfer &amp; Basic Skills Programs</th>
<th>CTE Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 (pilot)</td>
<td>• Assess one Core Competency.</td>
<td>• Write SLOs for degrees and certificates.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Create an assessment plan.</td>
</tr>
<tr>
<td>2005</td>
<td>• Assess two Core Competencies.</td>
<td>• Write SLOs for all degrees and certificates.</td>
</tr>
<tr>
<td></td>
<td>• Write course SLOs for all curriculum.</td>
<td>• Create an assessment plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write course SLOs for all curriculum.</td>
</tr>
<tr>
<td>2006</td>
<td>• Assess three Core Competencies.</td>
<td>• Write SLOs for all degrees and certificates.</td>
</tr>
<tr>
<td></td>
<td>• Write course SLOs for all curriculum.</td>
<td>• Create an assessment plan.</td>
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<td></td>
<td></td>
<td>• Write course SLOs for all curriculum.</td>
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<tr>
<td>2007</td>
<td>• Assess three Core Competencies.</td>
<td>• Write SLOs for all degrees and certificates.</td>
</tr>
<tr>
<td></td>
<td>• Write course SLOs for all curriculum.</td>
<td>• Create an assessment plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write course SLOs for all curriculum.</td>
</tr>
<tr>
<td>2008</td>
<td>• Assess each of the “Core Four”</td>
<td>• Write SLOs for all degrees and certificates.</td>
</tr>
<tr>
<td></td>
<td>• Write course SLOs for all curriculum</td>
<td>• Create an assessment plan.</td>
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<td></td>
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<td>• Write course SLOs for all curriculum.</td>
</tr>
</tbody>
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TABLE 2: SUMMARY OF THE REVOLVING WHEEL OF ASSESSMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>Transfer &amp; Basic Skills Programs</th>
<th>CTE Programs</th>
</tr>
</thead>
</table>
| 2009 – Present | • Assess each of the “Core Four”.  
• Assess all course SLOs                                                                 | • Assess all certificate and degree SLOs.  
• Assess all course SLOs.  
• Meet with General Education departments whose courses are required for degree. |

ing overall data in depth and writing the program plan. Since the end of the set-up phase in 2009, all departments in Instruction are expected to assess each component of the Revolving Wheel of Assessment. The Revolving Wheel is now part of regular and ongoing departmental business. Each semester, after completing a group of SLO assessments, departments meet to analyze their results and to use them as a basis for planning how to improve student learning. The department chair records the results of the discussion at those meetings on an Assessment Analysis form that is eventually attached to the department’s Program Plans. Since December 2011, the year’s assessment analysis forms are also turned in with the department’s annual update to the vice president of instruction.

When Program Plans are written (in the sixth year of the program planning cycle), all the assessment results are examined in depth and are used as justification for further planning and for funding requests. The Council on Instructional Planning (CIP) reads the completed Program Plans and offers feedback. CIP then prioritizes all the funding requests in that year’s group of program plans, forwarding them on to the CPC, which advises the president on budgetary and planning matters. In this way, assessment results are directly linked to Cabrillo’s planning and budgeting.

Now that Instruction has experienced five years of all departments following the Revolving Wheel of Assessment, it has shifted its focus from institutionalizing SLO assessment to quality assurance. When Program Plans are written (in the sixth year of the program planning cycle), all the assessment results are examined in depth and are used as justification for further planning and for funding requests. The Council on Instructional Planning (CIP) reads the completed Program Plans and offers feedback. CIP then prioritizes all the funding requests in that year’s group of program plans, forwarding them on to the CPC, which advises the president on budgetary and planning matters. In this way, assessment results are directly linked to Cabrillo’s planning and budgeting.

The library mirrors Instruction’s SLO assessment process, following a five-year Revolving Wheel assessment cycle during which it assesses the SLOs for courses offered and all library services. The results of these assessments are recorded on an Assessment Analysis form and used as the basis for planning and budget funding requests, analyzed in depth during the sixth year of the cycle. The assessment results inform the Library Program Plan which, like plans for instructional departments, is submitted to the Council of Instructional Planning every six years.

This same model exists in Student Services, but in that sector, due to personnel changes, program planning has not been as regular a process over the last six years. While every department wrote SLOs in 2008, there was some confusion about a need to tie them directly to the college core competencies and even more bewilderment in some departments about how to measure them. Others had no difficulty. There have also been gaps in the completion of program plans in some departments until 2012. See the Student Services section below for details on what has been achieved so far and how that sector is planning to meet the challenges that still exist.

In Administration, composed of Administrative Services, non-instructional areas of Instruction and the president’s component (which includes the president’s office, the Planning and Research Office, Marketing and Communications and the Cabrillo College Foundation), the theory of Student Learning Outcomes assessment that informed the original decision to include Administration in the college assessment efforts has not always translated well to reality. Though the College committed to including Administration in its SLO assessment from the start, the concept of SLOs has proven difficult for some departments or offices in Administration to grasp. Cabrillo sees itself as a village where everyone contributes to student learning, yet some portions of that sector have found it a challenge to articulate their precise role in helping students to learn and how to measure that. The adoption of Administrative Unit Outcomes in 2012, discussed below in the Administration section, has alleviated this confusion.
In addition, program planning has not been firmly established as a regular, on-going process in a few areas of Administration. During the time when the Accreditation Planning Committee created Cabrillo’s assessment plan, representatives of the classified staff specifically requested that they be included in the SLO assessment efforts of the College [SLO.6]. This translated into the expectation that Instructional Division offices and the offices of the vice presidents and president, as well as departments in the president’s component, would undergo program planning and formally assess their services for the first time. In the past, this work was accomplished through the creation and evaluation of the College Master Plan (now called the College Strategic Plan) and through personnel evaluations. At the present time, most departments and/or offices in Administration have completed program plans or are in the process of doing so. The Administration section below details their current efforts.

THE 2007 ACCREDITATION SITE VISIT: A RESPONSE TO CABRILLO’S ASSESSMENT PROCESSES

The Comprehensive Evaluation Team report from Cabrillo’s 2007 site visit confirmed the College’s achievements and challenges in SLO assessment. The report stated, “Thus, the visiting team determined that the student learning outcomes and assessment process for instructional programs was well on the way to proficiency.”

The team also had a recommendation to help Cabrillo strengthen its SLO work. Recommendation #1 said: “The team recommends that Student Services develop and implement student learning outcomes and measurements for all its departments, collect and analyze the data and link the results to planning and program improvement.” The section below details how Student Services has embraced this recommendation and worked to fulfill it.

SLO ASSESSMENT IN STUDENT SERVICES

Student Services embraced the spirit of the accrediting recommendation. It started by providing a day of training to write SLOs in 2008. Led by the vice president of student services at the time, departments were instructed to write four SLOs, tying them to each of the college core competencies. Some departments also made plans for how to assess those SLOs. All departments in Student Services wrote SLOs at this workshop.

As some departments began to try to assess the SLOs written at this workshop, they experienced some difficulty. First off, for some departments, linking the departmental SLOs to the “Core Four” didn’t actually capture the learning that students experienced when using their services. The experiences of the Student Employment Center provide a good example of the issues that emerged from this first round of SLO assessment.

The three outcomes written and assessed by the Student Employment Center (SEC) were:

- **Communication:** The SEC assists students in their written and verbal communication with employers by providing assistance with job application materials such as resume preparation and workshops on interviewing skills.
- **Critical Thinking & Information Competency:** The SEC provides access to and trains students in the use of web-based job-search technology, emphasizing how to review job postings to comply with entry level requirements and how to best market their skills to meet the needs of the employer.
- **Personal Responsibility & Professional Development:** The SEC promotes the development of workplace skills by counseling students regarding appropriate job-search techniques and counseling them when employers notify the College that a student does not understand basic workplace skills and requirements.

As these SLOs were measured, primarily through surveys, the department realized that while they captured what the department does, the SLOs weren’t written in a way that actually spoke to what students learned. Rather, they were descriptions of the work that the department did. In other words, the survey results, though gratifying and positive, didn’t actually provide direction in how to better support and strengthen student learning. The department evaluated the SLO assessment process and realized that perhaps the problem lay with the SLOs.

The director of the Student Employment Center met with the SLO coordinator in 2010 to rewrite the SLOs so that they were more learner-centered. Together, they examined the services offered to students by the department, including access to various job boards, internships and volunteer opportunities, plus workshops on resume writing and interviewing skills and, before it went on hiatus due to budget cuts, a campus job fair. “But what can stu-
Students do after using these services?” they asked. “What have they actually learned?” After much discussion, the three departmental SLOs were reduced to one, which the Student Employment Center 2011 Program Plan calls an “achievable student learning outcome”:

**Students will be able to locate and appropriately apply for job openings.**

The Student Employment Center was not alone in the need to revise its SLOs. As a way of offering assistance, Cabrillo applied for and received a Bridging Research, Information and Culture (BRIC) technical assistance grant from the Research and Planning Group of California, funded by the Hewlett Foundation in 2010. This grant provided Cabrillo with 150 hours of technical support and expertise from statewide experts in research, assessment and planning. Part of the grant was used to provide assistance in SLO assessment to all departments in Student Services. After first meeting with the technical assistance team in Fall 2010, Student Services departments rewrote their SLOs and made plans for how they would assess them. These rewritten SLOs are posted on the Student Services website.

In Spring 2011, BRIC technical assistance team member Dr. Julianna Barnes, vice president of Student Services at Cuyamaca College and a highly regarded expert in student services SLO assessment, held an all-day workshop at Cabrillo, in which she met with each Student Services department. During those meetings she looked at their rewritten SLOs and discussed the plans the departments had made to assess them. This technical assistance enabled Student Services to take giant strides in the assessment of SLOs.

At the same time this was occurring, the following programs, which had been under Instruction, were moved to Student Services: Disabled Students Program and Services, Learning Skills, Matriculation and Outreach. These departments had all completed program plans under Instruction fairly recently; some had also assessed SLOs while others had not been required to do so. The vice president of student services integrated them into the SLO assessment and program planning process of Student Services.

In 2011-2012, most departments in Student Services completed program plans and assessed their SLOs. The departments that didn’t complete program plans, primarily those that moved from Instruction, will complete them in Spring 2013. Assessment results and plans are posted on the Student Services web site [SLO.7].

Now that this initial phase of SLO assessment is complete, departments will embark on a six-year program planning cycle that includes SLO assessment and an annual report due each spring. The calendar for that cycle is posted on the Student Services website [SLO.8](http://cabrillo.edu/services/studserv/documents/ProgramPlan6-YearCycle_006.pdf). Student Services has also standardized its required program planning elements and developed a template for those plans. This template better integrates SLO assessment results with program planning goals and budgetary recommendations.

**SLO ASSESSMENT IN INSTRUCTION**

Since Cabrillo’s last accreditation self-study, SLO assessment in Instruction has shifted from being a new process to one that is part of the fabric of everyday life. The campus Accreditation survey revealed this with answers to two questions:

- **“Cabrillo assesses student learning outcomes and uses the results to make improvements.”** Of 164 respondents, only nine disagreed.
- **“Cabrillo relies on the faculty (and advisory committees when applicable) to determine competency levels and measurable student learning outcomes”** Of 162 respondents, only six disagreed.

As stated earlier, all transfer and CTE programs are at some point on the Revolving Wheel of Assessment, required to regularly measure student achievement of course, certificate and degree SLOs along with the College core competencies. This work is a part of the ongoing program planning process.

In the program plans submitted to the Council of Instructional Planning, several departments have commented on the impact of SLO assessment:

- **Physics:** “This process has proved very beneficial to our department. It sparked many interesting discussions about teaching methodologies as well as highlighted our students’ strengths.”
- **Computer Applications/Business Technology:** “We have found this to be a productive way to have focused discussions on course and student success and ways to increased them.”


• **History:** “The SLO review process set up a framework for dialogue among all of the members of the department that has transformed Flex Week meetings into lively and always useful conversations about teaching: best practices, assignments, evaluation instruments and rubrics, and most importantly, how our students are achieving the department’s stated SLOs… The SLO assessment meetings have led to a rich, valuable and ongoing dialogue on student success. We have cultivated a truly collaborative department and our shared expertise has led to much improvement in the quality and uniformity of instruction.”

It is Cabrillo’s emphasis on dialogue that seems to make the SLO assessment process so productive. The Kinesiology Program Plan captured this when the department wrote in 2012:

“One faculty member who could not attend the meetings voiced concern that completing the assessments amounted to ‘inconsequential busy work.’ She was able to attend a later meeting and learn from other faculty the kinds of rubrics they used and was thrilled with the results of her new assessment tool, so much so that she shared with me each and every one of the student responses. She was astounded at how meaningful her class was to her students and has found new direction and emphasis in her teaching. So we’ve found that dialogue and sharing is integral to a meaningful assessment process.”

The Assessment Analysis forms, turned in with each program plan, document how this rich dialogue has given rise to changes in many departments. For example, the forms submitted with the 2010 and 2011 program plans reveal that faculty members are improving learning and teaching by:

- Increasing faculty training & development (many departments).
- Sharing assignments and rubrics (many departments).
- Revising assignments and the scaffolding activities that lead up to them (many departments).
- Rewriting course, certificate and degree SLOs to better measure student learning (many departments)
- Improving student writing by changing the recommended level of English preparation for all courses (history) or designating all courses a writing factor class (political science).
- Integrating the teaching of reading and writing (English, history).
- Meeting with faculty in the English and Math Departments to discuss how their courses can increase student success in other departments (Computer Applications, Computer Information Systems).
- Utilizing peer review as a classroom strategy (physics, art studio).
- Seeking funding for new facilities and/or technologies (dance, computer information systems, engineering technology, theatre arts).

Some of these strategies have led to specific, measurable improvements in student outcomes. An example from the Economics Department not only illustrates how SLO assessment can improve student performance, but also demonstrates Cabrillo’s linkage between SLO assessment, program planning and budgeting. The 2010 Economics Program Plan included assessment data that repeatedly revealed student difficulty in creating graphs and doing calculations. Though tutoring was the preferred intervention, the department recognized that the College budget could not accommodate that need. Instead, it applied to the Faculty and Student Senate grant programs to purchase clickers, classroom response tools that can help instructors to keep better track of student learning. One professor was curious to find out if the clickers had made a difference. His analysis, comparing student overall course point totals in two semesters before the clickers were introduced to two semesters after they were first used, revealed that student performance rose. In addition, he was also able to show that the “clickers offered explanatory power to the course scores.” Though he cautioned that “correlation is not causation,” his data revealed that this pedagogical intervention resulted in improved student outcomes [SLO.8].

Institutional changes have also resulted from some SLO assessment. For example, Cabrillo now has a student honor code that arose in response to the English Department’s assessment of the college core competency of personal responsibility and professional development in 2010. Hoping to share ideas for improving students’ mastery of this competency with colleagues across the college, the English Department offered two Flex workshops on plagiarism in 2011. The energetic dialogue generated at those workshops led to the creation of a committee composed of Student Services administrators, classified staff and members of
the Faculty Senate to revise the description of plagiarism in the Students Rights and Responsibility handbook and to design the honor code. The Faculty Senate adopted the code in Fall 2011; it is now in use.

Another institutional change that arose from SLO assessment began in 2007. In that year, the Engineering Program Plan listed a goal to “Improve interdepartmental student and faculty collaboration among the departments of Engineering, Engineering Technology, Physics and MESA by remodeling the 800 building to provide classrooms, labs and offices for these departments.” This goal arose from responses to a student survey and, in part, from needs revealed by some SLO assessment results. The program plans from Computer Information Systems, Engineering Technology and Physics Departments followed with similar goals. They were all made possible when, in 2011, Cabrillo received a $4.3 million STEM (Science Technology, Engineering and Mathematics) grant from the Department of Education to construct a new integrated STEM center to house these departments and to increase the number of Hispanic students in STEM fields. This project will cause sweeping changes in these campus programs and buildings and will increase student success.

Though SLO assessment in Instruction has resulted in many positive changes to courses, departments and the college as a whole, some problem areas have been noted. In their 2012 program plans, two departments remarked:

- **Political Science:** “Adding SLOs to our program planning over time has significantly impacted the planning process itself. . . The time involved in conceptualizing how to apply this new paradigm, taking part in the necessary training and actually implementing the assessment, has been significant. Although part-time faculty members have been willing to participate, SLO assessment puts an undue burden on them.”

- **Sociology:** “… The Program Chair duties of a one full-time contract department . . . have been overwhelming . . . The assessment process has suffered.”

The Outcomes Assessment Review Committee, the Council on Instructional Planning and the Faculty Senate have noted four major challenges and are working on plans to address them.

**CHALLENGE ONE: ADJUNCT PARTICIPATION IN SLO ASSESSMENT**

Since 2009, the Assessment Analysis forms have asked department chairs to track the number of full-time and adjunct faculty who have undertaken SLO assessment and presented results to the department. While the numbers vary each year — depending on the individual departments presenting their collective assessment results to the Council on Instructional Planning that year and, often, their actual size — the Outcomes Assessment Review Committee has noted in each and every report that adjunct faculty are not participating at the same rate as full time faculty [SLO.9] (ARC reports).

Part of the explanation for this, ARC also noted in its 2012 report, is that the way the SLO reporting forms ask for numbers can be misleading. For example, if an adjunct is the only instructor of a particular course and has assessed it, then 100 percent of the possible adjuncts have participated. Yet the form asks only for the total number of adjuncts in the department, sometimes giving skewed results.

Yet a college wide survey undertaken by the Outcomes Assessment Review Committee in Fall 2011 supported the lack of adjunct participation. Of the 110 faculty who responded, only 46 percent of adjunct faculty had assessed course SLOs while fully 84.7 percent of full-time faculty had done so. Similar numbers were repeated when faculty were asked about “Core Four” assessment. A full 20 percent of the adjuncts responding had not participated in any SLO assessment activities, including being present at meetings where assessment results were discussed. In addition, adjunct faculty members reported that their primary means of training in SLO assessment was from their program chair or in departmental Flex meetings. Full-time faculty members, on the other hand, received the bulk of their training from Flex workshops, the SLO coordinator and their departmental Flex meetings [SLO.10].

**SOLUTION: A NEW REPORTING FORM & PROGRAM CHAIR TRAINING**

The Outcomes Assessment Review Committee concludes that the differences between adjunct and full-time faculty experiences in the survey are primarily due to the shift from startup to institutionalization of the SLO process. Before, the SLO coordinator was the primary person to train faculty, through Flex workshops and
working with individual departments. Now that Instructional departments have received that initial training, program chairs have become the primary transmitters of that information. Yet many are new to the position and sometimes the College; they have not all received training in Cabrillo’s SLO assessment methods and processes, nor in how to organize and schedule it.

Instruction is meeting this challenge by:

• Providing Flex workshops in SLO assessment specifically for program chairs (spring 2012, fall 2012).
• Creating a portion of the SLO web site especially for program chairs (fall 2012).
• Creating a web tool to help program chairs know exactly what SLO assessment their department should be undertaking in any given semester.
• Continuing to train deans in SLO assessment so that they may better assist their program chairs (spring 2013).
• Offering a Flex workshop for program chairs of small departments (those with only one or two full time faculty) to brainstorm how to better involve adjuncts in SLO assessment (spring 2013).

In addition, ARC is currently working to revise the reporting forms so that they more accurately capture the numbers of adjuncts who participate in SLO assessment.

CHALLENGE TWO: TIMELY COMPLETION OF SLO ASSESSMENT

Another challenge facing Instruction is that while all departments are required to assess course, certificate and degree SLOs and the core competencies, statistics from the Outcomes Assessment Review Committee’s annual report show that not all departments are completing their assigned assessments in a timely manner. Though the Revolving Wheel assessment schedule is posted on the SLO website, and program chairs are required to attend a Flex workshop two years before they begin to write their program plans to make sure they are on track with their SLO assessment, some departments do not fulfill their SLO assessment requirements.

Of course, since SLO assessment is part of program planning and under the aegis of the Council of Instructional Planning, those departments that have not done all the required work face consequences. Sometimes their program plans are not approved. Often, they are approved with the caveat that the department must work with the SLO coordinator to design an accelerated assessment schedule to “catch up” and to make sure the next round of Revolving Wheel of Assessment is completed. Most importantly, since this lack is considered part of writing a “weak” plan, their funding requests are not ranked high enough to be passed on to the CPC. In addition, SLOs are one of the factors considered in the Program Discontinuance Matrix, a tool developed by administrators and the Faculty Senate, to help inform decisions about which programs to consider eliminating in response to the budget crisis. The Matrix is, fortunately, not yet in use.

Despite these consequences, when the College undertook an inventory of SLO assessment for the first time in fall 2012, it discovered that an alarming number of course and certificate SLOs had not been assessed. This inventory was part of the shift in instruction to quality assurance. Using a tracking tool developed in response to last year’s ARC annual report, Instruction discovered that 61 percent of SLOs in active courses (those in the catalog and offered in the last three years) and 76 percent of certificate SLOs had been assessed. The new SLO tracking tool, which revealed these numbers, also pinpointed the specific departments that were struggling [SLO.11].

Alarmed by these statistics, the Outcomes Assessment Review Committee analyzed the inventory results. First and foremost, it recognized that since the SLO tracking tool is brand new, its results may not be fully accurate. The Planning and Research Office consulted with the acting vice presidents of instruction, the deans and the SLO coordinator, along with the instructional procedures analyst, as to how to define active courses and how to retrieve them from the college curriculum database. All involved acknowledged that this process and the tool itself need refinement.

Second, in attempt to assure quality, this group also decided not to include those course and certificate SLOs whose measurement was attempted but done incorrectly. For instance, one department carefully and thoroughly assessed all of its 120 courses, but used the wrong method. If these courses had been included, the course assessment rate would have jumped to 74 percent. Similar errors occurred with some certificate SLO assessments. All of this points to a need for continued monitoring of SLO processes and more intensive program chair training.
Furthermore, ARC recognizes that since Instruction started its SLO assessment with the College core competencies, there has been more training and emphasis on assessing this level. The course and certificate level assessment methods have been taught, but not as intensively. In addition, as noted in the 2011 ARC annual report [SLO.12] some departments seem to be struggling with the organization and scheduling of course and program SLO assessment, while others are accomplishing it successfully. Analysis has not revealed any easily definable reasons for this; size of department, number of adjuncts and length of tenure as program chair cannot be the sole cause, since there are many departments that have completed their assigned assessment despite these issues.

**SOLUTION: NEW TOOLS & INDIVIDUAL TRAINING TO HELP PROGRAM CHAIRS**

Instruction is working to meet this challenge by:

- Creating an electronic tool for both assessment reporting and planning, so that program chairs (and the vice president’s office) can more easily see what SLO assessment has been accomplished and what yet needs to be done.

- Identifying struggling departments and having them work individually with the SLO coordinator to schedule, discuss and report SLO assessment.

- Providing specific training in course and certificate level SLO assessment through the SLO web page and in Flex workshops.

- Continuing to tweak program planning instructions to make all expectations (including SLO assessment) clearer.

- Changing the Program Discontinuance Matrix so that departments now earn points for submitting their annual report, including submitting SLO assessment results.

- Undertaking a dialogue with deans, the Council of Instructional Planning, the Faculty Senate and the Outcomes Assessment Review Committee to brainstorm other methods to ensure full compliance with college SLO standards.

**CHALLENGE THREE: REPORTING OF ASSESSMENT RESULTS**

When Instruction’s SLO assessment process was created in 2003-2004, Cabrillo’s dedication to dialogue resulted in the creation of Assessment Analysis forms that asked program chairs to summarize department data in a narrative format. The assessment methods used resulted in hard data, but to simplify the recording process, it was merely summarized, not specifically reported. The Outcomes Assessment Review Committee began questioning this tendency after meeting with the technical assistance team from a Bridging Resources and Information and Culture grant that Cabrillo received from the Research and Planning Group of California in fall 2011. The assistance team suggested adding a numerical component to the forms in addition to the narrative that is already being recorded.

**SOLUTION: PILOT PROJECT**

Following Cabrillo’s shared governance processes, the Outcomes Assessment Review Committee brought this idea to the Faculty Senate, which, after much debate, approved a pilot project that commenced in 2012. Faculty Senate minutes show that the Math Department, although addicted to numbers, did not want to participate in the pilot because it was afraid that would lessen the rich dialogue about teaching and learning that occurs each time the department fills out the Assessment Analysis form. The English Department, on the other hand, though often skeptical about the use of numbers and how they can obscure or simplify a more complex story, agreed to embark on the pilot. Eight departments volunteered to participate. The Senate will be carefully monitoring the pilot since it understands and values data as one of many tools in assessing SLOs and their value in improving student outcomes. However, it will also be on watch to see if this addition to the Assessment Analysis form “takes away” from the dialogue that is such a rich part of the current process. The final results of the fourth challenge, discussed below, may resolve this debate and help scale up the pilot if its results are positive.

**CHALLENGE FOUR: PROVIDING AN ELECTRONIC TOOL FOR SLO ASSESSMENT REPORTING**

Currently, all SLO assessment reporting occurs through downloadable word documents. Each department is expected to fill out at least one of these almost every semester. Once a year, they are submitted to the vice president of instruction’s office as part of the department’s annual report and are submitted again when the department completes a program plan every six years. In keeping with the College’s commitment to sustainability, an electronic method for both reporting and storage of documents is desired.
The Outcomes Assessment Review Committee explored options for an outsourced electronic tool that tracks departments’ SLO assessment progress in 2011, but the products were not financially feasible [SLO.13] (ARC minutes). Interest was renewed in Fall 2012 after the SLO Tracking Tool revealed the issues with assessment completion discussed above. An ad hoc subcommittee of ARC, composed of some of the tech experts on campus, has created a needs assessment and has begun to explore the options once again, but as of this writing no single solution has been settled upon.

**SOLUTION: USE OF GOOGLE DOCS OR CABRILLO’S EXISTING PUBLIC DRIVE**

Until a final solution is devised, the College will experiment with posting assessment reports on the public drive each year when they are turned in with a department’s annual reports. In addition, Google Docs will be explored as a possibility as will other outsourced electronic reporting tools, such as CurricUNET’s program review and institutional effectiveness modules.

**SLO ASSESSMENT IN THE LIBRARY**

This is an exciting time for the assessment of SLOs in the library. After several years of assessment, parts of the process are now being revised to get better data.

The library will continue to assess its course SLOs for the two courses it offers, Library 10 and Library 100, using the same course-embedded method that has proven successful in the past. This has led to changes in course content and activities that have helped students better master the material. However, the assessment process for measuring the library’s other services (reference desk, circulation, computer services and information services) is undergoing a major change. Since this is a good example of how Cabrillo’s program planning process, with its emphasis on SLO assessment, works to improve learning across the College, it will be discussed in detail. It also demonstrates the stage that Cabrillo has reached with SLO assessment: After undertaking it several times, departments are evaluating their assessment processes and modifying them to improve results. This is not a beginning effort, but one where the experience of engaging in assessment has led to better methodology. Here is the library’s story.

In spring 2012, the library presented its Program Plan to the Council on Instructional Planning, an oversight body that includes deans from all divisions, faculty representatives appointed by the Faculty Senate, the SLO coordinator, a researcher and the vice president of instruction. The value in having eyes from across campus look at the plans for a particular department became apparent when a discussion arose about the value of the data gleaned from the Library services assessment instrument. The library director was not sure that it told the reviewers what they most needed to know. He asked for feedback.

The library believes that its services provide a means to help students master the college core competencies. It chose to measure this by asking students to assess themselves on the competencies as part of their annual survey. This provided positive results, such as those shown in Chart 1, taken from the 2010 survey.

The discussion at CIP, however, centered on whether or not student self-assessment of these skills was a valuable measure. Perhaps, it was suggested, another instrument would provide more useful and reliable information for how to actually improve student learning within the particular services.

The library director has since met with the SLO coordinator to consider another method to assess the library’s services. Adopting the approach now in use in Administration, an Administrative Unit Outcome was written to capture what the library’s full component of services offers to students, faculty and the community.

Cabrillo library patrons will be able to successfully use the library’s physical and electronic services, information tools and resources, to find and evaluate information, and accomplish academic endeavors in the pursuit of formal and informal learning.

In addition, a new planning cycle was drafted. Since the library completed its program plan in 2012, the new cycle goes into effect beginning in 2013.

- **Year 1 (by spring 2013):** Assess computer services (website review committee efforts; annual survey questions covering computer use).
- **Year 2 (spring 2014):** Assess circulation services (likely using a brief survey handed out to users of the services).
- **Year 3 (spring 2015):** Assess reference services (likely using student evaluations generated through the faculty evaluation process).
CHART 1: RESPONSES TO THE LIBRARY SERVICES ASSESSMENT

Is your ability to find & evaluate information improved by the Library’s services / collection / staff?
- Always: 46%
- Frequently: 36%
- Sometimes: 16%
- Rarely: 1%
- Never: 1%

Do you use the Library as a way to learn new information & discover more about the world?
- Always: 25%
- Frequently: 30%
- Sometimes: 35%
- Rarely: 8%
- Never: 2%

Do you communicate more effectively as a result of your activity in the Library?
- Always: 22%
- Frequently: 36%
- Sometimes: 34%
- Rarely: 6%
- Never: 2%

Have your group participation skills been improved by your activities in the Library?
- Always: 14%
- Frequently: 23%
- Sometimes: 40%
- Rarely: 14%
- Never: 9%

- Year 4 (spring 2016): Assess information resources (method undetermined as yet).
- Year 5 (spring 2017): Evaluate overall outcomes, assessments and planning cycle.

AUO ASSESSMENT IN ADMINISTRATION

Over the last six years, Administration has grappled with its role in SLO assessment. As stated earlier in this chapter, the idea of student learning outcomes provided a stumbling block for some departments. How does the Marketing and Communications Office, for instance, actually affect student learning? What about Facilities Planning and Plant Operations? How can that effect be measured?

In Spring 2012, in an illustration of the effectiveness of Cabrillo’s planning processes and governance structure, Administration adopted the concept of Administrative Unit Outcomes (AUOs) rather than student learning outcomes. This came about after discussions with the Outcomes Assessment Review Committee, on which both the president of the College and the director of planning and research sit, and as part of Cabrillo’s strategic planning process. The ARC discussed AUOs during wide-ranging discussions while reviewing assessment results in fall 2011 and again during its Spring 2011 meetings, looking at examples from other schools. In addition, AUOs came up during one of the Goal Area Implementation Team meetings that were part of the College’s strategic planning process in spring 2012 [SLO.14].

Although the Administration adopted AUOs as a better way to capture how it helps the College improve student learning, Cabrillo utilized the spirit of SLOs when it defined them. Years ago, when Cabrillo first started working with SLOs, faculty experienced a paradigm shift as they wrote outcomes that described what the student could DO with the knowledge in a class. It shifted their focus from being teacher-centered (“this class is about what I teach”) to learner-centered (“this class is about how my students apply their learning”). This resulted in many innovations and changes that have improved learning across the campus. In the same way, Cabrillo has chosen to define an Administrative Unit Outcome as a description of what all the users of an administrative service can do, know, or understand after interacting with that office or department — it is user-centered, a description of what the service provides for others. Unlike some schools across the state, a Cabrillo AUO is not an administrative unit goal. For example, the AUO for the vice president of the Administrative Services Office states:
Cabrillo College staff, faculty and managers will be able to make critical budget decisions that are informed by adequate financial information provided by the Administrative Services Office.

Almost all administrative departments have written AUOs and have made plans to assess them. The AUOs for Administrative Services are published on its website along with program plans [SLO.15]; Student Services’ AUOs and plans are available on its website as well [SLO.16].

In Spring 2012, the President’s Office, the Vice President of Student Services Office and the division offices all completed program plans that listed a general AUO for the first time and then goals to reach it that will be measured specifically. For instance, the division offices created a chart in their program plan to capture this work.

Note that the outcomes measurements in this chart are ones that have yet to be accomplished. At Cabrillo, AUO assessment is still in its beginning stages. Only the vice president of student services, the dean of counseling and educational support services and the vice president of administrative services have assessed their AUOs, which are posted on the Student Services and Administrative Services websites. Other departments will be assessing them as part of their program planning process and writing them up in their plans, some of which are due in spring 2013.

With the writing and assessing of AUOs, program planning in Administration is beginning to better mirror its counterparts in other areas of the campus. One challenge facing Administration is that when its program plans have been written, there is no general oversight body like the Council of Instructional Planning that reads them. Instead, they are either read by Cabinet (in the case of the president’s office or the vice president of instruction’s office) or by Managers’ groups within their separate areas (for example, the Administrative Services Managers Group or Instruction Council). The 2011 Outcomes Assessment Review Committee report notes: While it is up to Administration to decide the composition of that reviewing body, ARC encourages consideration of a broad par-

### TABLE 3: DIVISION OFFICE AUOS

<table>
<thead>
<tr>
<th>AUO</th>
<th>Goal to Achieve Outcome</th>
<th>Outcome Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and faculty will be provided with information, problem solving tools, structure and resources in order to facilitate the instructional process and improve student success.</td>
<td>Each Instructional Division Office will be equipped with a self-help station and will explore development of a mobile phone app using Blackboard.</td>
<td>• Development of FAQs and a map with a “you are here” red dot, indicating the student’s current location. • Data gathered from TLC director &amp; Dir. of Marketing/Communications re: viability and cost to launch such an app.</td>
</tr>
<tr>
<td>With reference to required paperwork and deadlines, assist faculty to become more self-efficacious</td>
<td></td>
<td>• Development and distribution of a division (and college) deadline list for each semester with a more detailed version for program chairs. • Write course SLOs for all curriculum.</td>
</tr>
<tr>
<td>Develop online solution for processing adjunct availability statements, Flex activities agreements, absence forms and other administrative functions towards getting regular student evaluations online (as is currently done for online classes)</td>
<td></td>
<td>• Standard forms posted electronically and made easily accessible to faculty.</td>
</tr>
</tbody>
</table>
ticipation model, like the one used at CIP (Council of Instructional Planning). CIP has found it beneficial to have input from those in other campus areas outside Instruction, and Administration may feel the same way if campus representatives are included in its oversight group.

Furthermore, as part of its new institutional effectiveness duties (see below), ARC drafted a simpler program-planning template for all non-Instructional departments, built on the one developed by Student Services. In its 2012 report, ARC recommended that the CPC, Cabinet and all other non-instructional managers groups examine the new template and adopt it.

OUTCOMES ASSESSMENT REVIEW COMMITTEE REPORTS & RECOMMENDATIONS

The driver for change in Cabrillo’s SLO process is the Outcomes Assessment Review Committee (ARC). Since 2007, ARC has issued an annual report that analyzes the assessment results that occurred that year across the entire campus and makes recommendations for improving student learning and also campus SLO processes. This report is shared with college wide governing bodies: The Governing Board, the CPC, the Faculty Senate, the Student Senate and the two employee unions along with being posted on the SLO web site.

In the 2011 report, the Outcomes Assessment Review Committee took stock of the last five years of analysis. It summarized the results [SLO.17]:

- Recommendations that have become institutional practices (for example, the creation of the campus honor code to help student and faculty deal with plagiarism — see report for the full list).
- Recommendations from the 2010 report that are now completed (for example, the initial exploration of an electronic SLO reporting instrument — see report for the full list).
- Recommendations from the 2010 report that are in process (for example, creation of a campus survey to assess attitudes about SLOs — see report for the full list).
- New recommendations (for example, program chair training in organizing and facilitating SLO assessment — see report for the full list).

Each year, the reports also track what the committee feels are emerging trends, and the 2011 report took a retrospective look at those as well. The chart that captured this work is copied here to give an overview how the College has analyzed and then worked to improve both needs and issues revealed by SLO assessment and the SLO process itself.

One of the Outcomes Assessment Review Committee’s biggest tasks was to undertake a survey to discover campus experiences and attitudes about SLO assessment. The survey was originally designed for adjunct faculty as a means to discover impediments to their participation in SLO assessment [SLO.18]. After much discussion at spring and fall semester 2011 ARC meetings, the survey was broadened to include everyone on campus. ARC wanted to use it as a benchmark and to track any changes in attitudes over the years. The survey was administered in late fall 2011 and its results analyzed during the following spring and fall. The survey revealed what the ARC annual reports had tracked all along: Instruction, Student Services and Administration were at different phases of SLO assessment and participation. Instruction was (and still is) grappling with issues related to institutionalizing and assuring quality of its assessment processes while Student Services was in a set-up phase and Administration was still defining its role at that time. Despite these differences, the 211 respondents from across the entire campus felt the process was valuable.

Eighty one percent agreed that SLO assessment provides a way to look at how well students are mastering course material or learning from a library or student service encounter.

Eighty seven percent agreed that SLO assessment provides an opportunity for useful dialogue about how to improve teaching and learning.

In fall 2012, ARC prepared a summary of the survey results, which was then presented to the campus during late fall 2012 and spring 2013 [SLO.19]. ARC plans to administer the survey again in spring 2013 since so much of the SLO landscape, particularly in Student Services and Administration, has changed.

Recently, the Assessment Review Committee was asked by the President’s Cabinet to take on a new role: to analyze and make suggestions about issues of institutional effectiveness. Its first tasks of this nature were to provide feedback on graphics that depict Cabrillo’s decision-making processes and institutional effectiveness cycle and to create a template for non-Instructional program plans [SLO.20]. Both of these projects are now making their way through campus shared-governance groups.
<table>
<thead>
<tr>
<th>Year</th>
<th>Emerging Needs &amp; Issues</th>
<th>Recommendations for Teaching and Learning</th>
<th>Recommendations for SLO Assessment Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>Students need stronger skills in writing, reading and college readiness; The longer a student is enrolled at Cabrillo, the more positive the student’s association with the library.</td>
<td>More tutorial assistance for students.</td>
<td>Encourage greater adjunct involvement; Continue to educate the Cabrillo community about the paradigm shift.</td>
</tr>
<tr>
<td>2008</td>
<td>Increase emphasis on class discussions and student collaboration.</td>
<td>Teachers want more frequent collegial exchange; Improved facilities/equipment needed.</td>
<td>Encourage greater adjunct involvement. SLO workshop for programs two years in advance of Instructional Planning and for non instructional programs; Develop system of succession and dissemination of expertise in SLOAC across campus.</td>
</tr>
<tr>
<td>2009</td>
<td>Students need more instruction in reading, research and documentation, and writing; concerns about plagiarism.</td>
<td>Provide ongoing, sustained faculty development; share effective practices and strategies for modeling assignments.</td>
<td>Encourage greater adjunct involvement. Communicate to the college the importance of maintaining and documenting a planning process that systematically considers student learning.</td>
</tr>
<tr>
<td>2010</td>
<td>Some students need more instruction in basic academic skills and college survival skills.</td>
<td>Provide faculty training in new pedagogies, technology and contextualized instruction. Support the teaching of college survival skills across the curriculum.</td>
<td>Encourage greater adjunct involvement. Embed SLO assessment expectations in faculty hiring, new hire training and mentoring practices. Develop an electronic means for SLO assessment result reporting. Explore adding a quantitative component.</td>
</tr>
<tr>
<td>2011</td>
<td>Students need to improve their reading and writing skills.</td>
<td>Provide faculty development to improve pedagogy and sharing of best practices. Use Flex hours, but not necessarily during Flex Week, to do this.</td>
<td>Provide training to Deans and Program chairs on organizing SLO tasks. Revise web site and add web tools to assist organizing the process. Hold campus wide discussions on “Core Four” assessment results. Undertake pilot for numerical reporting.</td>
</tr>
</tbody>
</table>
The Outcomes Assessment Review Committee was specifically designed as a think tank, a group that analyzes the campus SLO issues and institutional effectiveness and “is empowered to initiate a college wide dialogue process to analyze and solve broad issues about student learning that have been revealed by SLO assessment results across the campus” [SLO.21]. The members of the committee communicate ARC’s analysis and suggestions in other venues, ensuring that the committee’s ideas are widely disseminated. For example, since both the college president and the faculty union president serve on the Outcomes Assessment Review Committee, they have been able to bring ARC recommendations on SLO issues to the CPC, union meetings, Cabinet and the Strategic Planning process. The presence of the vice president of instruction and the SLO coordinator, who also serve on the Council of Instructional Planning, has created a conduit for observations and the brainstorming of solutions to Instructional SLO issues between the two groups. The SLO coordinator also serves as a liaison to the Faculty Senate and alerts it to developing SLO issues.

The Outcomes Assessment Review Committee has proven to be a valuable component of Cabrillo’s SLO processes. The fact that it brings together people from all areas of the campus (transfer and CTE faculty, Student Services, the Library, Administration, managers and students as well as the campus accreditation liaison officer, the director of planning and research and the SLO coordinator) allows the committee to view “the big picture” of SLO assessment. Members can see what other assessment components are doing and where they face similar or different challenges. Meetings are enriched by the sharing of perspectives from say, the director of the library or a staffer in Financial Aid. In addition, the expansion of its charge and the fact that so many of the suggestions in ARC’s reports have become institutionalized, or are in the process of becoming so, attests to the efficacy of its place in the campus SLO process.

PROFICIENCY

Overall, there can be no doubt that Cabrillo has reached the proficiency level of the ACCJC’s SLO rubric. The 2012-2015 Strategic Plan demonstrates how SLO assessment, with its specific link to college planning, has become an integral part of Cabrillo’s campus culture. One of the plan’s goals states: Utilize program planning and SLO assessment to guide program planning at all institutional levels. Since the Strategic Plan directs campus planning, it is worth noting that this goal is a shift from the 2008-11 one, which said: Implement SLOs and their assessment college wide. Cabrillo has moved beyond implementation and is instead utilizing the SLO process at all levels, demonstrating proficiency.

In addition, Cabrillo’s approach to dealing with SLO issues reveals a robust and proficient campus SLO culture. For example, the percentage of actual course-level SLO assessment (61 percent) and program-level SLO assessment (76 percent) in Instruction is not where the College would like to be. But as soon as this was discovered in fall 2012, Cabrillo recognized the issues, proposed solutions to meet them and is working toward improvement. It has come to the aid of some struggling departments to help them better meet the campus SLO policies and expectations, is providing better and more extensive training for program chairs and is searching to find or create an electronic tool to monitor SLO assessment and the many assessment reports generated by each individual department.

Cabrillo submitted its Status Report on Student Learning Outcomes Implementation to the ACCJC in Fall 2012, detailing and providing evidence for its proficiency efforts [SLO.22]. However, the report didn’t specifically ask about assessment in Administration. In order to generate a more useful summary here of what has been accomplished so far and where the College can strengthen its assessment efforts, Cabrillo has compared each assessment sector separately to each of the rubric’s statements.

As the chart below demonstrates, Student Services, Instruction and the library are proficient in each area. In fact, it could be argued that the SLO assessment process (rubric statement #1) in both Instruction’s policies and expectations and in the library more clearly match the one described in the Sustainable Continuous Quality level (“Student learning outcomes are ongoing, systematic and used for continuous quality improvement”). However, due to the College’s concern with the percentage of actual course-level SLO assessment, Instruction is rating itself as merely proficient.

In addition, the fact that Cabrillo has linked SLOs to program planning from the start and created an oversight group, the Outcomes Assessment Review Committee, whose job is to evaluate SLO processes, matches two other rubric statements from the Sustainable Continuous Quality level:
- Statement 6: “Learning Outcomes are specifically linked to program reviews.”

Administration has made great strides, especially in the last two years, but is still primarily at the developmental stage, as might be expected from an area of the College that has just begun writing and assessing AUOs. However, now that it has embarked on this work, the College expects it to achieve proficiency in short order.

### TABLE 5: PROFICIENCY LEVEL - ACCJC SLO RUBRIC

<table>
<thead>
<tr>
<th>Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.</th>
<th>P</th>
<th>P</th>
<th>SCQI</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>D</td>
</tr>
<tr>
<td>There is widespread institutional dialogue about the results of assessment and identification of gaps.</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>D</td>
</tr>
<tr>
<td>Appropriate resources continue to be allocated and fine-tuned.</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>D</td>
</tr>
<tr>
<td>Course student-learning outcomes are aligned with degree student-learning outcomes.</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>N/A</td>
</tr>
<tr>
<td>Comprehensive assessment reports exist and are completed and updated on a regular basis.</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>D</td>
</tr>
<tr>
<td>Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**D:** Developmental – In Progress | **P:** Proficient – Established, Sustainable, Continuous, Quality Improvement-institutionalized | **N/A:** Not/Applicable
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[SL0.9] Statistical Analysis of Clickers
[SL0.10] ARC Annual Reports
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[SL0.14] 2011 ARC minutes
[SL0.15] GAIT Goal B5: F (Objective)
[SL0.16] AUOs for Administrative Services
[SL0.17] AUOs for Student Services
[SL0.18] 2011 ARC Report
[SL0.19] 2010 ARC Report
[SL0.20] ARC Survey Results
[SL0.21] ARC Minutes on Institutional Effectiveness
[SL0.22] Outcomes Review Committee website
[SL0.23] Fall 2012 SLO Proficiency Report to ACCJC
Standard 1: Institutional Mission & Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Since the last Accreditation Self-Evaluation, the College has revised and expanded its Mission Statement. The process started with informal discussions during the Spring 2010 semester [1A.1], then kicked off with a college wide activity entitled “It Takes a Mission to Run the Village: Giving Voice to Cabrillo’s Core Values,” [1A.2] during that fall’s Flex Week. Finally, a new Mission Statement and the addition of a new Vision Statement
were approved by the Governing Board in June 2011. The approximately one-year process of revision, vetting and adoption exemplifies the College’s commitment to planning, dialogue and collaborative decision-making. During this time statements were written, analyzed, discussed and revised by stakeholder groups across the College, from the Faculty Senate to the Administrative Council, from the classified workers group to the CPC. What emerged was a single-sentence Mission Statement along with a longer, more detailed Vision Statement. The Mission Statement identifies the College’s foundational principles and thus guides college planning and decision-making. The Vision Statement details the College’s values and methods and also helps guide planning and decision-making.
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population and its commitment to achieving student learning.

Cabrillo College's Mission Statement and Vision Statement encapsulate the College's values and central mission. Furthermore, as part of the College Strategic Plan and the emerging Educational Master Plan, they are integrated throughout the development of the College's goals and objectives. In simple terms, the Mission Statement defines Cabrillo as a community dedicated to student success.

**MISSION STATEMENT**

Cabrillo College is a dynamic, diverse and responsive educational community dedicated to helping all students achieve their academic, career and personal development goals.

Complementary to the Mission Statement, the College has also created a Vision Statement:

**VISION STATEMENT**

Cabrillo College is passionate about developing critical thinking, honing oral and written communication and enhancing global awareness, while cultivating personal and professional responsibility in its students. Exploration, innovation, creativity and implementation of a variety of teaching methods, including technology literacy, are hallmarks of its approach to learning. We help students of varying skill levels achieve their potential and consider everyone in the college part of a community of learners who are treated with dignity and respect. Cabrillo College supports a climate of diversity, self-empowerment and sustainability, with a strong sense of social justice.

As an integral part of Santa Cruz County, Cabrillo College is an accessible gateway to prosperity that provides education for all, supporting the local economy and improving economic vitality. We serve students who have goals of transfer, career preparation,
basic skills, personal fulfillment and retraining through an inclusive and effective learning environment. Students will leave with greater knowledge and a richer expectation of themselves.

The Vision Statement expands on the central mission of dedication to student success by detailing core learning expectations (the “Core Four”); approaches to teaching and learning; commitment to the diverse campus community of learners; and to social justice. Additionally, the Vision Statement speaks to the College’s connections to the greater community of Santa Cruz County and to its focus on transfer, career preparation, basic skills and personal fulfillment. Together the Mission and Vision Statements replaced the previous Mission Statement and Statement of Core Values in the summer of 2011 [1A.3]. In referring to “all students,” those enrolling in Distance Education classes are also included.

COLLEGE CORE COMPETENCIES

The “Core Four” learning outcomes are contained in the first sentence of the Vision Statement. They represent the major skills that the College believes all students — including those enrolled in Distance Education — need to succeed. Each course at Cabrillo is assessed on the basis of these “Core Four” so that by the time students have met the requirements for the A.A. or A.S. degree, or have completed the General Education sequence, they will have reached the level of competency in the “Core Four”:

- **Communication**: reading, writing, listening, speaking and/or conversing.
- **Critical Thinking & Informational Competency**: analysis, Computation, research, problem solving.
- **Global Awareness**: an appreciation of scientific complexities, social diversity and civics, and artistic variety.
- **Personal Responsibility & Professional Development**: self-management and self-awareness, social and physical wellness, workplace skills [1A.4].

A more detailed description of the specific skills and abilities expected of students in each of the “Core Four” is posted on the college’s SLO website.

**Evaluation**

Taken together, Cabrillo’s Mission and Vision Statements define the College’s purpose, describe the intended student population and highlight institutional commitments and strategies to promote student learning. Additionally, since the last Self-Evaluation Cabrillo has gone through an inclusive process to update and more fully develop its statements and has met this part of the standard.

1. THE INSTITUTION ESTABLISHES STUDENT LEARNING PROGRAMS & SERVICES ALIGNED WITH ITS PURPOSES, ITS CHARACTER & ITS STUDENT POPULATION.

**Description**

The College’s Mission Statement describes Cabrillo’s broad educational purpose: It is a community dedicated to the success of students. Cabrillo’s character and its student population are detailed in the Vision Statement. These statements together guide the establishment and assessment of student learning programs and services.

While the broad mission consists of serving as a “responsive educational community dedicated to helping all students achieve their academic, career and personal development goals,” the College’s Vision Statement describes in detail how it carries out its mission by embedding the core educational purposes in all CTE, transfer and basic skills programs and services. Students enrolled in Distance Education classes are not different from those taking classes in the traditional learning mode, and the venues of feedback available to assess whether their needs are being met are the same as those available for traditional students (surveys, emails to instructors and deans, etc.). The College’s learning programs and services focus on developing in all students the four fundamental core competencies as outlined in the Vision Statement. These core competencies are supported in whole or in part by every course, degree or certificate program and student service at the College. They are identified and assessed as Student Learning Outcomes (SLOs) in every academic course and program, or as a combination of SLOs and Administrative Unit Outcomes (AUOs) in all service, support and administrative sectors. At Cabrillo, AUOs describe how the users of an administrative department utilize that service to improve for student learning. The degree to which students and the agencies that support student learning are meeting these and
other program-specific outcomes are continuously assessed at the course, department, program and college levels. Cabrillo College’s SLO and AUO Assessment Plans have been developed in each of the College’s five sectors:

1. Transfer and Basic Skill Programs (SLOs) [1A.5]
2. Occupational Programs (SLOs) [1A.6]
3. Student Services (SLOs and AUOs) [1A.7]
4. Library (SLOs and AUOs) [1A.8]
5. Administrative Services (AUOs) [1A.9]

Click on any of the sectors above to link to a page describing the specific methods used to assess outcomes in each of these areas.

Cabrillo began a college wide commitment to assess student learning outcomes in transfer, basic skills and occupational courses and programs in 1999 with its summer Learning Outcomes Institute [1A.10], which introduced faculty to assessment theory and practice, and began training faculty in the three basic elements of an effective student learning outcome model:

• Defining outcomes.
• Planning learner-centered teaching activities to help students master the outcomes.
• Designing assessments to test them.

By 2008, a robust, comprehensive five-year cycle of assessment [1A.11] had emerged to ensure regular review of all instructional programs to ensure continuous improvement of student learning outcomes as part of the ongoing instructional planning process.

At the center of Cabrillo’s SLO Assessment Plan is the Outcomes Assessment Review Committee [1A.12], chaired by the Learning Outcomes Assessment coordinator [1A.13], whose primary charge is to offer assistance with assessment planning, activities and training to all departments on campus. This individual also chairs the subcommittee on Student Learning Outcomes of the College Curriculum Committee which reviews the SLOs written for course outlines. The Learning Outcomes Assessment coordinator [1A.13] writes a yearly report about the Outcomes Assessment Review Committee’s activities, which is shared with campus governance committees and posted on the Student Learning Outcomes web site [1A.14].

The CTE Programs SLO Assessment Workbook and the Transfer and Basic Skills SLO Assessment Workbook [1A.14] were designed to guide occupational and transfer and basic skills programs through the process of designing, measuring and acting upon learning outcome assessments. The “Core Four” competencies, as well as SLOs for individual courses, are routinely assessed using three tools: pre and post testing, a major assignment and analysis of test questions. Results of those assessments are captured on the Transfer and Basic Skills Departmental Assessment analysis form and the Occupational Program Assessment analysis form. Learning outcome assessment tools, results and action steps are established and discussed at department-level meetings. SLO assessments and data are ultimately attached to departments’ instructional planning reports, which are in turn reviewed by the Council for Instructional Planning and the Outcomes Assessment Review Committee [1A.12]. The Instructional Program Plans (produced every six years, with shorter annual updates produced in the intervening years) are informed by SLO assessments, student surveys, exit interviews and other data to ensure that learning programs are aligned with the College’s purposes, character and student population. Program goals identified in Instructional Program Plans may include needs for new or repurposed resources, which are then prioritized by the Council for Instructional Planning and provided as a resource allocation information item to the College’s Governing Board each June (footnote pp. 195-197 in the June 2012 Cabrillo College Governing Board Agenda).

With a mission “… dedicated to helping all students achieve their academic, career and personal development goals,” the Student Services, Library and Administrative Services sectors of the College are critical to student success. Because these sectors are further removed from direct classroom instruction, they determine their effectiveness in aligning their services with the College’s mission, purposes, character and student population through the application of a combination of SLO and AUO assessment tools, including surveys, self-studies and the analysis of both qualitative and quantitative data. In alignment with Cabrillo’s instructional sectors and the College’s assessment philosophy [1A.15] the College’s services and support sectors have designed a self-reflective cyclical assessment process embedded in their regular departmental review process, using assessment forms similar to those used in the instructional sectors (i.e., the Executive Summary in Administrative Services and the Library Services Assessment Analysis Form).
In an effort to fulfill its vision of supporting “a climate of diversity, self-empowerment and sustainability, with a strong sense of social justice,” the College has developed numerous examples of programs and services in response to the needs of its diverse student population. These programs and services include, but are not limited to, the recently expanded Watsonville Center, the Scotts Valley Center, Cabrillo Advancement Program (CAP), Academy for College Excellence (ACE), Distance Education, Puente, Children’s Center, Stroke Center, Counseling, Transfer Center, Career Center, Articulation, Women’s Educational Success, Cooperative Work Experience Education (CWEE), Continuing Education, Open entry/Open exit classes and Tutorials. Programs such as these and others have been developed in response to the needs of a changing student population.

**Evaluation**

The previous description can be summed up in the below flow chart (Figure 1).

This process reveals that the Mission Statement and Vision Statement guide a cycle of evaluation, integrated planning, implementation and re-evaluation. Thus the College establishes student learning programs and services that are aligned with its Mission Statement and Vision Statement, which together define Cabrillo’s purpose, character and student population.

**2. THE MISSION STATEMENT IS APPROVED BY THE GOVERNING BOARD & PUBLISHED.**

**Description**

The Governing Board of Cabrillo College unanimously approved the current Mission and Vision Statements on June 13, 2011 [1A.3].

These statements are posted on the College website and are highlighted within many documents, such as the Schedule of Classes and in the footer of the CPC agendas. The CPC is the highest shared-governance committee at the College and contains representatives from all the major interest groups at Cabrillo.

**Evaluation**

The College meets the standard of publishing the Governing Board-approved Mission Statement, both electronically in online formats and in print form throughout many documents. The revised Mission and Vision Statements will also be posted widely throughout the college in public places, such as classrooms, the Student Activities Center, the Enrollment Services Center, the Cabrillo Theater and the College Gym.

3. USING THE INSTITUTION’S GOVERNANCE 
& DECISION-MAKING PROCESSES, THE INSTITUTION REVIEWS ITS MISSION STATEMENT ON A REGULAR BASIS & REVISES IT AS NECESSARY.

**Description**

As explained above, Cabrillo has a relatively new Mission Statement. The previous Mission Statement was developed in 2001. The College periodically examines its Mission Statement to insure that the Mission Statement remains relevant to college planning.

In 2004 the College decided that no changes were necessary. Again in 2007, as part of the Accreditation Self-Study process, the college re-examined the Mission Statement. Although the decision at that time was that no changes were necessary, the self-evaluation in 2007 urged, “that the Mission Statement ought to be re-evaluated at least once every three years to ensure its continuing relevance.”

After informal discussion during the Spring 2010 semester [1A.1], Cabrillo launched a college wide effort to review and renew the mission statement the following fall semester [1A.2]. Key constituencies from across campus, including faculty and staff, participated in this workshop and discussed the purpose of mission and vision statements, the differences between them, the role
the College’s values play in their development and the relevance of mission and vision statements to planning and to student learning. The notes drafted at this session were then used in the Spring 2011 Flex Week workshop on the same topic titled, “Achieving Cabrillo’s Mission.” During this session, the participants drafted a one-sentence Mission Statement after agreeing that the Mission Statement should be brief, accurate and inspirational. They also drafted notes for a longer Vision Statement to be developed by a subcommittee at a later date. In March 2011, a subcommittee, consisting of volunteers from all constituent groups, crafted a two-paragraph vision statement. The revised Mission and Vision Statements were taken to various shared-governance groups for further feedback, including Administrative Council, Faculty Senate, Instruction Council, Managers and Student Services Council, and lastly to CPC, where they were approved prior to submission to the Governing Board for adoption \[1A.16\], \[1A.17\], \[1A.18\]. Lastly, the new drafts of the Mission and Vision Statements were sent to the CPC where they were approved and ultimately submitted to the Governing Board for adoption in June 2011 \[1A.3\], \[1A.18\].

**Evaluation**

Typical of Cabrillo’s governance and decision-making processes, the latest revised Mission and Vision Statements were the product of a planned, collaborative, inclusive, campus wide dialogue, which was driven by an analysis of the previous Mission Statement. As such, Cabrillo is justifiably proud of the final outcome of this process. However, there has been no formal analysis of the effectiveness and relevancy of the revised statement or an analysis of the process itself, nor has one been institutionalized. Thus it is felt that as the College embraces the idea of a periodic review of Mission and Vision Statements, it ought to include analysis of the outcome as a part of that process.

*4. THE INSTITUTION’S MISSION IS CENTRAL TO INSTITUTIONAL PLANNING & DECISION-MAKING.*

**Description**

As summarized in the evaluation of Standard 1A, subcategory 1, the Mission/Vision Statements guide planning and decision-making. During the dialogue that helped form the current Mission and Vision Statements, numerous examples arose that corroborated the alignment of the college’s emerging Mission and Vision Statements with institutional planning and decision-making. The previous Mission Statement appeared as the opening statement in the previous College Master Plan. The emerging College Strategic Plan will be replacing the College Master Plan. Ironically, the list of motivators for the College Strategic Plan (“Task: Streamline and update the College Strategic Plan in order to align with accreditation, Board goals, Educational Master Plan, Student Success Task Force and current challenges,” from the College Strategic Plan update to the Governing Board, June 11, 2012 \[1A.19\]) conspicuously leaves off the College Mission and/or Vision Statements. Yet the first, of only two, major goals outlined in the College Strategic Plan is “Increase Student Success,” which flows directly from the Mission Statement, showing how deeply embedded the Mission Statement is to the planning and decision-making at the College.

The College is also in the process of adopting a new Educational Master Plan, which will guide planning for the next ten to 15 years. The Mission Statement will be a primary driver in this process \[1A.20\].

Other planning documents — such as the Facilities Master Plan, the Watsonville Center Master Plan and the Technology Plan — incorporate the Mission Statement either directly or by aligning it with the College Strategic Plan. The Mission and Vision Statements are printed on each agenda of the CPC, the highest shared-governance committee at Cabrillo \[1A.21\]. The centrality of the Mission Statement to planning and decision-making is currently being illustrated as the College navigates through the continuing State budget crisis. As the college considers and plans for budget cuts and possible restorations, every college committee from the CPC to the Faculty Senate to the academic departments, bases its planning on Cabrillo’s mission’s commitment to student success \[1A.22\].

**Evaluation**

Clearly, the Mission Statement is an important part of Cabrillo’s planning and decision-making processes. The Fall 2011 Staff/Faculty Survey from Cabrillo’s Planning and Research Office (PRO) indicates that most faculty, staff and managers/administrators agree that the Mission Statement guides institutional planning. The Survey reported that 90.1 percent of faculty, 76.3 percent of staff and 100 percent of Managers/administrators either agreed or strongly agreed with the statement “Cabrillo’s Mission Statement guides institutional planning.” This is a substantial increase
from the PRO Staff and Faculty Survey, 2005 in which fully 37 per-
cent of the staff and 27 percent of the faculty “neither agreed nor
disagreed” with the statement [1A.23].

The current survey results; the dialogue and analysis that took
place as a part of the rewriting of the Mission Statement; Cabrillo’s
reliance on the Mission Statement’s core concern for student suc-
cess as a basis for planning, decision-making and improving; and
the core concern for student success as a guidepost for executing
painful, but necessary, budget-cutting indicate that the College
meets this standard.

PLANNING AGENDA

None.

REFERENCES

[1A.1] Faculty Senate Minutes, May 11, 2010
[1A.2] Fall 2010 Flex Calendar (See Monday’s activities)
[1A.3] Minutes of the Cabrillo College Governing Board, June
13, 2011 (See first Action Item)
[1A.4] College Catalog
[1A.5] Transfer and Basic Skills Programs SLOs
[1A.6] Occupational Programs SLOs
[1A.7] Student Services SLOs and AUOs
[1A.8] Library SLOs and AUOs
[1A.9] Administrative Services AUOs
[1A.10] Learning Outcomes Institute
[1A.11] Revolving Wheel of Assessment
[1A.12] Outcome Assessment Review Committee
[1A.13] Learning Outcomes Assessment Coordinator
[1A.14] Student Learning Outcomes Website
[1A.15] Cabrillo’s Assessment Philosophy
[1A.16] Faculty Senate Minutes, April 12, 2011
[1A.17] Emails sent from Rory O’Brien in March and April 2011
Statements” from June 13, 2011
[1A.19] College Strategic Plan Update to Governing Board,
6/11/12
[1A.20] Email from Jeff Kellog, Senior Consultant to the Moss
Company
[1A.21] CPC Agenda, June 20, 2012
[1A.22] Integrated Planning Diagram placing the College Mis-
sion at the center of all planning activities
[1A.23] Faculty Accreditation Survey
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

DESCRIPTION

In the six years since the Institutional Self Study completed in 2007, Cabrillo has continued to make Student Learning Outcomes a central focus of the College. The College’s planning, resource allocation and evaluation processes support a college wide concentration on learning outcomes. To this end, the College has refined its Mission Statement and added a Vision Statement, as outlined in Standard 1A. The College “Core Four” Competencies adopted in 2003 still constitute its Institutional Learning Outcomes integrated into all planning processes:

1. Communication.
2. Critical Thinking & Information Competency.

PROCESSES TO IMPROVE INSTITUTIONAL EFFECTIVENESS

For the last 15 years, Cabrillo has designed, implemented and continuously refined procedures for improving institutional effectiveness. One example of this was the process to update the college Mission and Vision Statements, which began with a Flex Week activity in February 2011. A committee was convened representing faculty, classified staff and administration which met
on several occasions to re-draft the College’s Mission and Vision Statements. The final draft was reviewed through the shared-governance process [1B.1] in April 2011 and approved by the Governing Board in May [1B.2].

In 2012, the Educational Master Plan was rewritten in a process that began with an online, campus wide survey in April/May of 2012, combined with survey and focus group meetings. In June-July 2012 both an Internal and an External Scan were conducted to determine how the College aligns itself with the community and external needs. A program of Instruction Analysis(?) was also conducted. In August of 2012, an open forum and campus wide presentations were conducted [1B.2]. The Educational Master Plan was sent out for college wide review in December 2012. This long-range plan will set the tone for all other planning documents for the College.

Also revisited in 2012 was the College Strategic Plan, which consolidated the previous five goals down to two overarching goals, “Improve Student Success” and “Enhance Institutional Effectiveness.” The objective in revising the College Strategic Plan was to streamline it and align it with the Educational Master Plan. Cabrillo’s Cabinet (all vice presidents and president) reviewed the draft of new goals in December 2011 and Goal Area Implementation Teams (GAIT) then began meeting in January 2012 to review the new goals and begin timeline planning. The new goals were discussed at the January CPC meeting [1B.3] and a series of subsequent meetings were held, including a college wide College Strategic Plan Workshop in March [1B.4] to refine the objectives and strategies in support of each new goal.

The College has seen measurable progress with regard to Student Learning Outcomes (SLOs) in courses and in college programs following the goals and objectives set forth in these two plans. Program planning for non-instructional departments continues as the next phase of the College’s ongoing institutional planning processes, with the goal of adhering to the following standards:

1. Processes for improvement are carried out regularly and systematically and incorporate the following:
   a. Measurable, widely understood goals are set on a regular basis.
   b. Plans are developed to reach these goals.
   c. Resources are allocated according to the plans.
   d. Results are measured against the goals, efforts are evaluated and what is learned is used to inform new goals and new plans.

**FIGURE 2: INTEGRATED PROGRAM PLANNING AT CABRILLO COLLEGE**

**Implementation**
- Instructional and non-Instructional Program Plans.
- Improvement cycle; re-evaluate.

**Evaluation**
- Program Reviews: Student Achievement Date.
- SLO / AUO Assessment.
- ARCC Scorecard.
- Effectiveness of Process, Policies, Organization.

**Mission Student Success Core 4**
(Institutional Learning Outcomes)

**Resource Distribution**
- Funding priorities.
- College Planning Council.
- President’s Cabinet.
- Components, Division & Department Integrated Planning.

**Goal Setting**
- College Strategic Plan.
- Educational Master Plan.
- Facilities Master Plan.
- Technology Plan.
2. Results or outcomes are shared to ensure a sense of accountability to all College constituencies.

3. Authentic dialogue informs improvement processes.

4. The processes to improve effectiveness are themselves evaluated for effectiveness.

This Program Planning cycle is illustrated in the diagram on the previous page: As illustrated in the Program Planning cycle diagram, the ongoing cycle for improving.

Institutional effectiveness is informed by the elements at its core: the College Mission, the Governing Board goal of Student Success and the “Core Four” Institutional Learning Outcomes. These elements guide the cycle, which is carried out in all functions of the College. Beginning with program reviews and student achievement data in the evaluation stage, the preliminary basis for plans is formed with assessments of SLOs and AUOs. As the Student Success Act of 2012 is formalized statewide, the College anticipates incorporating elements of the ARCC (Accountability Reporting for the Community Colleges) outcome measures into local performance evaluation measures. The evaluation of College processes, policies and organization is also critical at this stage. At the next step, goal-setting takes place as plans are developed, and some of the college wide plans are listed in the diagram. At the resource allocation phase, funding priorities are set as the plans go through the Component and shared governance review: Department plans are prioritized within the division; division plans are prioritized within the component; and ultimately, discussion at the CPC and Cabinet level is involved. The final stage of implementation also involves the improvement cycle, using the feedback from evaluation to adjust the process and re-evaluate after changes are made, which will affect the next plan developed.

The Program Planning cycle process for instructional programs consists of Student Learning Outcomes (SLOs), assessment of SLOs, narrative program review and planning on a six-year rotation, which is coordinated by the Office of Instruction. Student Services departments measure their SLOs in the same manner, coordinated by the office of the vice president of student services. Non-instructional programs such as those in Administrative Services, Student Services, the president’s office and administrative areas within Instruction (office of the vice president of instruction, division offices, education centers, Community Education and Economic Development) have all created Administrative Unit Outcomes (AUOs) to identify, measure and track progress against desired outcomes. This campus wide program planning review and assessment process drives the improvements of institutional effectiveness at the department and/or program level. The Outcomes Assessment Review Committee (ARC) reviews the assessment process along with institutional effectiveness on an ongoing, regular basis.

The process for developing and implementing the Educational Master Plan, the College Strategic Plan and the Facilities Master Plan provide direction for the entire college. SLOs and AUOs inform the College Strategic Plan, which, in turn informs the Educational Master Plan. Together these plans support the College’s Mission and Vision Statements.

The College’s Mission Statement, supported by both the Educational Master Plan and the College Strategic Plan, provides the guiding principles for a number of department-level plans on campus and the committees that review them, such as the Council for Instructional Planning (CIP) and the Student Services Council (SSC). These principles also guide shared-governance review committees such as SPRAC (Services and Program Reduction Advisory Committee) and the CPC.

EDUCATIONAL MASTER PLAN

Cabrillo’s next Educational Master Plan was finalized through discussion and review by the College community during the Spring 2013 semester. The Educational Master Plan will help guide decision-making at the College by providing a current curriculum baseline for institutional programs of instruction thus allowing the College to better forecast future needs. The Educational Master Plan will assist in determining the direction for future growth based on current measures of enrollment, number of class sections and weekly student contact hours. The College Planning and Research Office has been heavily involved in developing the new plan and will continue to utilize the data it yields to help inform overall decisions in implementing the priorities of the College Strategic Plan.

COLLEGE STRATEGIC PLAN

When the College Strategic Plan was updated in 2012, the Governing Board was supportive of consolidating the five previous goals down to two, focusing on student success and College effective-
ness, and approved the plan at its June 2012 meeting. These two goals set direction for the College and guide resource allocation. Each component proposes specific, measurable objectives with timelines and identifies responsible individuals and departments for each strategy.

The Cabrillo College Planning and Research Office (PRO) assesses the progress of the College Strategic Plan’s goals and objectives on an annual, ongoing basis. The status of each objective is reported and an analysis is provided for those targets not met.

**FACILITIES MASTER PLAN**

The Facilities Master Plan was begun in the late 1990s through the course of two voter-approved bond projects and continues today with the completion of nearly all bond-funded projects. Two successful bond elections to fund construction resulted in more than $200 million in construction, with oversight provided by a Citizens’ Bond Oversight Committee that monitored all bond expenditures and reported back to the community on construction progress. Although nearly all construction is completed, other projects continue with funding from various grants, such as the Title III Hispanic Serving Institutions STEM grant (Science, Technology, Engineering and Math, received in 2011 to renovate the 800 Building to accommodate a new STEM laboratory and classrooms.

With funding from Bond Measure C and Bond Measure D, two major new buildings at the College were opened in fall 2007. The Samper Student Activities Center (SAC) is a 50,000-square-foot, two-level building housing the Cabrillo College Bookstore, Student Services offices (vice president and dean, Assessment, Fast Track to Work, Puente Project, Student Employment, Student Activities, Student Senate and Student Clubs), as well as conference rooms for general meetings. When renovation of the 800 Building was begun in 2012, the offices of the president and vice president of instruction were relocated to the SAC building.

The second major addition to the College in fall 2007 was the new Visual and Performing Arts (VAPA) complex for instructional programs in music, theater, art history and studio art, as well as two new performance venues, the Music Recital Hall and the Crocker Theater.

In May 2008, also with funding from the two bond measures, the College began construction on the Health and Wellness Complex, two state-of-the-art instructional buildings to house the college’s Allied Health Programs (Dental Hygiene, Kinesiology, Medical Assistant, Nursing, Radiologic Technology), as well as the Stroke and Disability Learning Center. The Health and Wellness Complex opened for instruction in fall semester 2009.

The Solari Green Technology Center on Cabrillo’s Watsonville campus was constructed from December 2010 to June 2012, with a combination of funding received by the Measure C and Measure D Bond funds, along with a significant matching grant from the U.S. Economic Development Administration (EDA) to build the Center to the LEED (Leadership in Energy and Environmental Design) Platinum Certification standard, the highest possible. The building was opened for instruction beginning in fall semester 2012, and Construction and Energy Management courses are currently offered.

As each new building came online, its Information Technology (IT) needs were included in the Technology Plan for smart classroom integration [18.5]. Between Fall 2009 and Spring 2010, the College completed 15 new smart classrooms and 17 upgraded classrooms. A Hispanic Serving Institutions Title V grant funded in 2009 provided resources for nine additional smart classrooms, although budget constraints since then have slowed the progress of upgrading classrooms. According to the 2012 revision of the Technology Plan, the College now has a total of 126 smart classrooms [18.6]. The College will continue to modernize its facilities over the next several years, and as buildings are remodeled, the College will continue to install smart classroom technology.

**PROGRAM PLANNING**

Program Planning for instructional programs, Student Services and for non-instructional areas of the college is an ongoing College process. Each instructional program goes through an 18-month process every six years on a staggered schedule. Plans have ensured that students continue to meet Cabrillo’s “Core Four” learning outcomes, discuss how that success can be measured and how the program can continue to contribute to the goals of the College Strategic Plan. Instructional program plans set goals and objectives, identify resources needed to accomplish those goals and provide the evaluation of their effectiveness. Program objectives must be linked to the College Strategic Plan and reflect the overall mission and vision of the college. These plans are reviewed by the Council on Instructional Planning (CIP), which ultimately ranks all program requests for resource allocation. The top third from this prioritized list is reported to CPC and is intended to in-
form other college and component resource allocation processes.

The instructional program planning process has proven to be a successful model for other components of the college. Every department goes through a regularly scheduled program planning process, tailored to its component, on a six-year cycle. All program review assessments are centered on evaluating how the program facilitates student success at Cabrillo. Plans address how the department's work relates to the “Core Four,” affects institutional learning outcomes, evaluates its SLOs or AUOs and processes for improvement and what the recommendations are for increasing student success.

**RESOURCE ALLOCATION**

The college Mission and Vision Statements, as well as a commitment to student achievement via the “Core Four” competencies, provide the overarching goals for the College. Since the last accreditation report, a College Master Plan was put into effect from 2008-2011; was extended for one year; and was updated in 2012 as the College Strategic Plan, to be in effect from 2012-15. Goal Area Implementation Teams (GAITs) monitored and facilitated strategy development, budget augmentations required for strategy implementation and strategy reporting. The next three-year College Strategic Plan is currently in development, with streamlined goals, from five to two. This plan, along with the Facilities Master Plan, updated to include new construction and the secondary effects of that construction, and the updated Educational Master Plan, Education Centers Program Plan, Technology Plan, Distance Education Strategic Plan and departmental program plans, engage every department of the College in a systematic and ongoing planning and evaluation process. All of these processes remain aligned with the mission and vision and “Core Four” for the College, and each program plan relates to the College Strategic Plan.

The college wide plans referred to above establish goals and objectives for the College and its departments and provide a process for evaluating progress. Financial resource allocation takes place through several steps; all are informed by their respective planning processes. Staffing decisions for faculty positions are made through the annual faculty prioritization process, which uses data such as demand for courses as measured through waiting lists, the difficulty of hiring adjuncts in the field and recent retirements [18.7]. Similar processes are in place for the allocation of equipment and supply funds as well as other resources. All allocation requests are expected to originate in and be supported by one or more of the planning processes.

As a result of the current environment of reduced financial support from the State of California, the Services and Program Reduction Advisory Committee (SPRAC) was formed in 2011 as an advisory committee to the CPC, in order to review plans for reduction in services within departments and identify unanticipated impacts from staff reductions.

Ultimately all significant decisions regarding the allocation of resources are reviewed by the CPC. This group—composed of representatives from all components, the Faculty Senate, each of the unions, students and administration—reviews the outcomes of the planning processes and makes recommendations for action to the president for the approval of the Governing Board.

**1. THE INSTITUTION MAINTAINS AN ONGOING, COLLEGIAL, SELF-REFLECTIVE DIALOGUE ABOUT THE CONTINUOUS IMPROVEMENT OF STUDENT LEARNING AND INSTITUTIONAL PROCESSES.**

**Description**

Redefining the Mission and Vision Statements has sharpened the focus for the ongoing, collegial dialogue. The College Strategic Plan’s utilization of the GAITs (Goal Area Implementation Teams) serves to keep ongoing dialogue on track.

As noted in previous reports, the richest area for dialogue continues in the Student Learning Outcome (SLO) planning and implementation. The Outcomes Assessment and Review Committee (ARC) is charged with reading and analyzing the assessment reports submitted annually, looking for student needs and issues that may be occurring across the campus and also scanning for possible issues for campus wide dialogue. In addition, starting in fall 2012, ARC has included as a standing agenda item a discussion of institutional effectiveness. Two results of this have been a recommended diagram for institutional program planning and a recommended template for administrative/non-instructional program planning. ARC critically analyzes and evaluates its own function and all assessment processes on campus. Its recommendations are reported to campus governing bodies such as the CPC, the Faculty and Student Senates, both employee unions and ultimately the Governing Board, and are posted on the SLO website.
Cabrillo’s efforts to engage in dialogue continue to be successful. The College Strategic Plan continues to provide a framework for dialogue across the institution regarding major goals and objectives by gathering input from components and processing the information through shared-governance structures. The Facilities Master Plan continues to address the need for updated and expanded facilities on an aging college campus, and the Facilities Master Plan project status reports are taken monthly to the Governing Board. The Facilities Planning Advisory Committee (FPAC), composed of representatives from all major college stakeholders and chaired by the vice president for administrative services, provides a venue for dialogue concerning facilities issues. The FPAC recommendations generally flow to the CPC and then to the president and the Governing Board.

The Watsonville Center Master Plan has been subsumed into the current Educational Master Plan, but the Education Centers (Watsonville and Scotts Valley) started a combined program planning process in 2012. The 2013 report gathers input from various college constituents and the local community advisory committees of Watsonville and Scotts Valley/San Lorenzo Valley. The Distance Education program presents its findings annually to the Cabrillo Governing Board, and the Distance Education Strategic Plan describes the current state of Distance Education, the technologies that support it and strategies to increase student success by addressing the gap in course success and completion for Distance Education students. The plan notes that communication between students and instructors is the greatest concern to the online student, including but not limited to instructor responsiveness. Distance courses offered at Cabrillo address student access issues related to geographical, cultural, scheduling and facility barriers.

Program Planning relies on extensive dialogue occurring within departments to identify practices, analyze data and validate efforts to improve student success. Plans are then reviewed by component teams: the Council for Instructional Planning for instructional programs and Instruction Council for non-teaching components within Instruction, the Student Services Council for departments in Student Services, and Administrative Services Council for departments in Administrative Services. Recommendations from all plans are prioritized for the resource allocation process. This program planning process is also designed to facilitate dialogue between the department and its stakeholders; for example, instructional program plans are required to address a department’s relationship with other college departments, high schools, transfer institutions and employers. Instructional planning workshops during the staff development week (Flex) are substantial, to promote a full understanding of the importance of ongoing improvement efforts and to ensure that all participants are prepared to contribute. Program plan drafts are always reviewed at the component level, providing another opportunity for dialogue between every department and a cross section of the broader Cabrillo community.

Administrative areas not involved in the instructional program planning process have spent the last three years discussing how their departments contribute to student mastery of the College core competencies and how to measure it. Because they provide a wide range of services that enable teaching and learning to occur, but are not directly involved in the formal learning process, their role in assessing SLOs has proven difficult to define. A recent switch to Administrative Unit Outcomes, defined as a description of what the users of their services can do as a result of the department’s efforts, more clearly captures their contribution. The extensive dialogue that led to this change has also provided an opportunity for these areas to create a more sustainable, data-defined planning and review process, though actual assessment measures are still being developed. In 2010, the plan written by the Office of Instruction created a template that was used for the first round of administrative plans and has since been evaluated and re-designed for the next round [1B.8].

Besides the planning and evaluation processes across the campus referenced in the Integrated Program Planning at Cabrillo College, some other opportunities for dialogue exist:

- The College Governing Board meets monthly and is engaged in determining the broad general policies that will govern the operation of the College and define the institutional mission and set prudent ethical and legal standards for the College, as well as taking on oversight of operations and reviewing them periodically. The Governing Board reviews and adopts the annual budget and all that is related to College expenses. Every Governing Board meeting begins with public comments, encouraging dialogue with the entire community [1B.9].

- College committees constitute a cross section of stakeholders in the committee’s work. Instructional committees generally have Faculty Senate representation and frequently have
student representation. Those committees with a broader purview may have representation from Student and Faculty Senates, both unions and management [1B.10].

- Regular meetings are scheduled for instructional departments as often as once per week but at least once per semester during Flex Week. A day is set aside in every Flex calendar for these division and department meetings [1B.11].
- Flex Week planning is the purview of the Staff Development Committee, which evaluates its effectiveness and gathers input for the professional development needs of employees through two campus wide surveys each year. There are two Flex Weeks (10 days) per year, with approximately 55 Flex sessions per Flex Week [1B.12].
- The Student Climate Survey, taken bi-annually, provides an ongoing process for receiving student input regarding instruction and services. This data is used in almost all College planning activities.
- The CPC reviews and recommends resource allocations and recommendations as an advisory role to the President. CPC meets twice a month (or more as needed) and is composed of representatives from all major campus constituencies. CPC meetings are open and non-members are provided an opportunity to comment on all matters that come before the Council. The committee serves as a regular forum for dialogue on matters of college wide concerns.
- The Curriculum Committee meets several times every semester to consider new and modified courses and degrees and certificates. SLO assessment is part of the course and program development and evaluation.
- Career Technical Education (CTE) programs have industry advisory committees that promote dialogue between the College and its industry partners.
- College wide space allocation planning was completed in late 2008 by the architectural firm BFGC. The plan enabled the College stakeholders to express their needs and space for all college components was assigned. An influx of grant funds has enabled some of the planning to be completed.
- The Sabbatical Leave Review Board reviews proposals for sabbaticals and approves them, largely based on student learning/teaching improvement that will be a result [1B.13].
- The Faculty Senate is where significant dialogue about a wide range of campus issues takes place.

**Evaluation**

The College meets the Standard. By staying consistent with the College Mission and College Strategic Plan the College is addressing priorities to ensure that fiscal funding aligns with the College mission in the face of deficits that run in the millions of dollars. The planning process to develop a new Educational Master Plan includes many opportunities for input from the College, including an online, campus wide survey and on-campus interviews and meetings with various stakeholders at the College [1B.14].

By aligning the Educational Master Plan with the College Strategic Plan and the Mission Statement, the College remains focused on producing and supporting student learning. In evaluating its processes for effectiveness, the institution examines evidence of the achievement of Student Learning Outcomes and Administrative Unit Outcomes, in order to refine those processes for increased student learning.

Opportunity for improvement exists in the area of administrative program planning, which is not as developed at the College as instructional program planning and is still refining its processes for maximum effectiveness.

**2. THE INSTITUTION SETS GOALS TO IMPROVE ITS EFFECTIVENESS CONSISTENT WITH ITS STATED PURPOSES. THE INSTITUTION ARTICULATES ITS GOALS AND STATES THE OBJECTIVES DERIVED FROM THEM IN MEASURABLE TERMS SO THAT THE DEGREE TO WHICH THEY ARE ACHIEVED CAN BE DETERMINED AND WIDELY DISCUSSED. THE INSTITUTIONAL MEMBERS UNDERSTAND THESE GOALS AND WORK COLLABORATIVELY TOWARD THEIR ACHIEVEMENT.**

**Description**

Beginning with the Mission and Vision Statements and the “Core Four,” the College Strategic Plan continues to be the primary goal-setting pathway for the college. When the College Strategic Plan was
developed in 2011, many strategies of the former *College Master Plan* (2008-2011) had been completed, and had been measured by strategy updates gathered once in the fall and once in the spring. Project leaders provided an assessment of the progress of each strategy that was not completed, including the likelihood of successful completion and the timeline for completion. A narrative description of the strategy's status was provided, including a project summary, potential obstacles and next steps. These updates were reviewed by Goal Area Implementation Team (GAIT) members and synthesized by the GAIT chairs. The objectives laid out in the *College Strategic Plan Workbook* [1B.15] are supported by one or more strategies, which are measured by at least one Key Performance Indicator (KPI) or one deliverable to assess progress. This workbook was online and available to the entire College community.

*College Strategic Plan* updates have been in three-year cycles. KPIs and deliverables are used to measure progress on the plan’s outcomes [1B.16], and results are presented through updates to the college Governing Board.

The *Facilities Master Plan* is currently being updated, and project status updates are prepared monthly, including progress on all bond-funded projects, and presented for Governing Board approval of all project costs and project schedules.

The *Technology Plan* has been updated and combined with the Information Technology (IT) Program Review, approved through the shared-governance process including CPC approval and Technology Advisory Committee approval in May 2012, and Governing Board approval in June 2012 [1B.17]. The major objective of the IT Department is to meet the demands of expanding technology integration in all aspects of college life through the maximization and efficient use of resources, in order to support student success [1B.18].

The *Distance Education Strategic Plan* for 2012-14 was last updated in November 2012 and is part of the overall College planning process. In the former *College Master Plan*, strategies were identified to increase use of current and emerging technologies for student support and for teaching, both on campus and via distance learning. The program has been successful in teaching faculty to use the Blackboard Learning Management System, with a record 8,247 student accounts for 321 sections in spring 2010.

In response to the accreditation visit in 1995, the College implemented program and instructional planning for all departments in the Instruction component. The purpose of instructional planning is to recognize quality and assist in the continuous strengthening and improvement of the College’s academic program as well as the support services within the Instruction component, to support and improve student success. The process is designed to:

- Provide a rigorous examination of programs and their outcomes.
- Develop new insights into program effectiveness.
- Engage departments in planning program improvements that are responsive to student and community needs.
- Provide information for resource allocation within departments throughout the College.

All programs and services in the Instruction component follow a six-year planning cycle. The Council for Instructional Planning determines the order in which programs will be reviewed [1B.19].

**Institutional Goals**

Using data from the Planning and Research Office, as well as shared governance groups, the Accreditation Steering Committee agreed that the institutional goals should be set to meet or exceed the prior five-year average for course completion, retention, degree completion, transfer and certificate completion. This would allow the measure to adjust for decreasing or increasing enrollment over time, while holding the goal at a consistent level. The progress on these goals is tracked annually and reported in the *College Fact Book*. Following is a table showing each of the goals and the prior five-year average. It is worthy to note that although FTES has been in decline since 2009, four out of five measures of standards have increased over the prior five-year average.

**Evaluation**

The College meets the standard. The *College Strategic Plan* goals are clearly stated with measurable objectives that have been widely discussed and regularly assessed. Institution-set standards are clear, quantifiable and widely available through the online *College Fact Book*, as is the College’s progress towards meeting the goals. The Outcomes Assessment Review Committee (ARC), charged with review of SLOs and AUOs from all areas of the College, produces an annual report that is discussed by several shared governance committees and posted online for all the College community to read [1B.20]. ARC is also charged with Institu-
TABLE 6: INSTITUTIONAL GOALS

<table>
<thead>
<tr>
<th>Institutional student achievement standard</th>
<th>Goal (meet or exceed the prior five-year average)</th>
<th>Current measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course completion</td>
<td>70.6%</td>
<td>72% (Fall 2012)</td>
</tr>
<tr>
<td>Retention</td>
<td>52.1%</td>
<td>52.9% (Fall 2011 to Fall 2012)</td>
</tr>
<tr>
<td>Degree completion</td>
<td>801</td>
<td>909 (Academic Year 2011-12)</td>
</tr>
<tr>
<td>Transfers to 4-Year colleges/universities</td>
<td>1,071</td>
<td>1,060 (Academic Year 2011-12)</td>
</tr>
<tr>
<td>CTE certificate completion (≥18 units)</td>
<td>91</td>
<td>131 (Academic Year 2011-12)</td>
</tr>
</tbody>
</table>

The decision-making cycle at Cabrillo is established and followed by all stakeholders. The College Strategic Plan engages in strategic planning to identify current and prospective projects that are promising and deserving of institutional support, to show that planning is related to resource allocation and to demonstrate responsiveness to accreditation recommendations and other forms of external accountability. It helps managers and staff to prioritize activities and accomplish important institutional objectives. The College Strategic Plan refers to the biannual strategy updates which reference resource needs. Ultimately, the success of a strategy shows that it was supported with resources.

The College is looking to the College Strategic Plan goals to facilitate a strategic focus and to align and coordinate the plan with other planning activities, including the Board Goals, the Educational Master Plan, the Facilities Master Plan, the College response to the Student Success Task Force recommendations and the accreditation self-evaluation. The appropriateness of College Strategic Plan goals is evaluated by a wide array of campus community members and by stakeholders from all constituent groups, including review and discussion by CPC and by the Board.

The Facilities Master Plan is on a much longer cycle than the College Strategic Plan. The current Facilities Master Plan was last updated in 2007. The construction projects funded at that time are now com-
pleted, including the major capital construction projects outlined in the Measure C and Measure D bond programs that received state funding. The Solari Green Technology Center in Watsonville was the last of the new projects to be completed. Repairs, renovation and modernization of classrooms and other space will be included in the next phase of the bond program and capital construction for the District. State funding for capital construction continues to be limited; however, Staff will continue to monitor availability and to prioritize projects in the space reallocation plan [1B.21].

The Technology Plan was developed and revised in 2012 to meet the needs of rapidly changing technologies and campus needs. The 2012 Technology Plan acknowledges that technology at Cabrillo is an integral component of multiple aspects of learning, teaching and student support, and provides the foundation and infrastructure for administrative and Instructional requirements. The plan recommends changes in the department in order to maximize technical opportunities and allocate staff resources and consistent funding to leverage the many projects and mission critical services listed in the IT Strategic Plan to improve institution outcomes.

The Watsonville Center Master Plan revision is integrated into the college wide 2013 Educational Master Plan and the newly integrated Education Centers Program Plan (2013-16) addressing both the Watsonville and Scotts Valley Centers. Both the Technology Plan and the Education Centers Program Plan will need to follow a shorter cycle than six years due to developments that require a shorter cycle to be responsive in supporting student success.

Planning processes are based on plans working with one another. To make planning decisions, both qualitative and quantitative data are used to support the establishment of goals and objectives and then to evaluate progress toward achieving those goals and objectives. The annually updated College Fact Book [1B.22] provides a rich source of data. The College Fact Book is available to help faculty, staff, students and members of the college community better understand the operations of the College in the areas of Governance, Instruction, Students, Faculty, Fiscal/Budget information and Facilities/Services.

The College conducts a biannual Student Climate Survey [1B.23]. The survey of the Campus climate or atmosphere refers to students’ activities and perceptions of aspects inside and outside the classroom environment. It also provides an assessment of the psychological climate.

Instructional departments undergoing Instructional planning processes receive extensive data used to evaluate student enrollment, student performance, faculty load, program expenditures, occupational outlooks for Career Technical Education (CTE) and former student success in the job market (for CTE.) These planning processes include the planning for the facilities used to house the program, as well as the faculty and staff required to support the program. Additional instructional materials and other services necessary to deliver and support instruction are considered. Scrutiny has been placed on course attendance, retention and course and program completion. There is not a separate process for the planning, approval, evaluation or review of courses offered in Distance Education — these courses are expected to meet all the standards of courses taught in the traditional mode. The rationale for offering courses in Distance Education is based on student demand for the courses, indicating the benefit of the access to instruction for students afforded by the Distance Education mode.

Because of the number of programs within its purview, the Instructional component began by phasing in SLO assessment. Now that this phase is complete, the full scope of assessment, called The Revolving Wheel of Assessment, has been implemented. All Instructional departments are now in the process of assessing students’ mastery of course, certificate and degree SLOs within the ongoing Instructional Planning process [1B.24].

Student Services and non-instructional areas have also entered the program planning cycle since the last accreditation visit. SLOs and AUOs have been drafted, assessed and incorporated into these program plans.

Evaluation

The College is working toward full compliance with the standard. Many departments of the College have a full planning cycle implemented which is integrated with resource allocation and systemic re-evaluation, and other areas are still clarifying procedures that will make these processes systemic, cyclical and transparent. The CPC is a shared governance committee of the College that is
advisory to the president and in which all constituent groups are represented and in which Budget referendums are vetted and approved by the Governing Board. The CPC meetings are a formal but open dialogue and forum and are open to members of the entire College community. The current budget crisis modality shows how much the College is doing correctly. Clearly this is the most difficult planning process, and although it is not pain-free, it is functional in its current form.

4. THE INSTITUTION PROVIDES EVIDENCE THAT THE PLANNING PROCESS IS BROAD-BASED, OFFERS OPPORTUNITIES FOR INPUT BY APPROPRIATE CONSTITUENCIES, ALLOCATES NECESSARY RESOURCES AND LEADS TO IMPROVEMENT OF INSTITUTIONAL EFFECTIVENESS.

Description

The Governing Board goals for 2011-12 include a priority for allocating resources for student success, which will determine “compensation and benefits for all employee groups that are sustainable…,” and whether “staffing patterns that conserve resources to support student achievement” to ensure that the College allocates “resources to creatively address student needs and increase achievement of student goals” [1B.25].

The CPC has a broad-based constituency and open meetings, at which anyone from the college community may attend and give input on planning issues. Included in its purpose is to oversee and evaluate planning and review budgetary and resource allocation matters [1B.26]. Occasionally, CPC will establish a subcommittee such as the Services and Program Reduction Advisory Committee (SPRAC) to serve in an advisory capacity, in this case regarding the impact of classified staff reductions.

The Council for Instructional Planning (CIP) includes representation from all divisions, the SLO coordinator and Faculty Senate, to review all program plans and prioritize program directions and recommendations in a cluster ranking. All of the instructional plans with the identified priorities from the CIP are compiled into a larger report and forwarded to the CPC for use in resource augmentation recommendations. In addition, divisions use the program plans to guide budget augmentation requests.

Other groups include the Facilities Planning and Advisory Committee (FPAC), Student Services Council, Administrative Services Council, Instruction Council and the Managers’ group. Committee memberships are inclusive of all stakeholders and include students, classified staff, confidential employees, faculty and management where appropriate.

Resource allocation, including staff and faculty positions, instructional equipment, supplies and services and facilities is informed and guided by the results of planning processes. Each of the planning processes prioritizes the identified resource needs, and these rankings are taken into consideration by those involved in recommending and deciding upon resource allocations. Specific requests for resources are required to identify how the request is supported by the goals of the relevant planning processes.

There will inevitably be plans that cannot be fulfilled due to budget constraints. However, the effectiveness of planning cycles is evident when each area is able to prioritize its needs clearly and find resources for the most critical ones. The College has also followed strategies to increase its capacity when funding is short: For example, there have been successful bond measures passed for facilities, and Hispanic Serving Institution status has been achieved to qualify for Title III and V Strengthening Institution grants.

Implemented plans have resulted in changes to instructional departments. For example, English has enlarged its selection of courses involved in learning communities for basic skills students, and increased numbers of students are now successfully moving through the basic skills sequence [1B.27]. Plans have also produced changes in non-instructional areas, such as the pilot restructuring of Admissions and Records and Financial Aid in Watsonville to be combined under Enrollment Services, ultimately streamlining processes to benefit students and support increased success. One significant result of improvement of institutional effectiveness is the streamlining of five College Strategic Plan goals down to two, simplifying the assessment and review process for greater impact on student success.

Evaluation

The College meets the standard. Planning is broad-based, resulting in improvement of institutional effectiveness, and the necessary resources are allocated within the capacity of the institutional budget.
The purpose of Instructional Planning is to recognize quality and assist in the continuous strengthening and improvement of the College academic program as well as the support services in the Instruction component. Instructional Plans and annual plans are posted on the college “P” drive, under Instruction, and are accessible on all college-networked computers.

Most planning documents and survey information are available to the College (internally) and to the general public (externally) via the Cabrillo website. Program plans for instructional areas and non-instructional areas are available on some departmental websites, such as Student Services and Administrative Services.

### Evaluation

The College meets the standard. Extensive assessment data is collected and integrated into key planning documents for quality assurance, and feedback from the College website where information about institutional quality is posted serves to assess the effectiveness of this communication to the public.

### 6. THE INSTITUTION ASSURES THE EFFECTIVENESS OF ITS ONGOING PLANNING AND RESOURCE ALLOCATION PROCESSES BY SYSTEMATICALLY REVIEWING AND MODIFYING, AS APPROPRIATE, ALL PARTS OF THE CYCLE, INCLUDING INSTITUTIONAL AND OTHER RESEARCH EFFORTS.

#### Description

The Accreditation Self-Evaluation is used as the primary mechanism for an overarching systematic review and modification of the College's planning and resource allocation processes. The cyclical process of the Self-Evaluation encourages the college stakeholders to remain engaged in planning processes and to keep those plans current. This structure for planning is what motivated college master planning and Student Learning Outcomes (SLOs), and these have proved to be highly effective and beneficial strategies for the College. The Accreditation Self-Evaluation continues to help the College take stock of its planning and resource allocation; it also continues to keep a college wide dialogue going that is important to all planning processes. The revision of the Educational Master Plan for 2013 also provided opportunities for reviewing the planning cycle and research efforts, as well as the College Strategic Plan in 2012. All re-
source requests in planning documents must state how they relate to at least one of these two major plans.

Instructional program planning, as well as most administrative/non-instructional planning, runs on a six-year cycle. The Council for Instructional Planning has at least two business meetings per year in which the process is discussed, evaluated and modified to provide more clarity and guidance to departments going through the process. It is during these meetings that templates and guidelines are created and modified, including refining the SLO assessment documentation and evaluation procedures involved. Distance Education planning is reflected in the Distance Education Strategic Plan, which is reviewed by the Distance Education Committee and several shared-governance committees before going to the Governing Board. The Distance Education Committee includes representation from instructors currently teaching Distance Education and hybrid classes, and this body gives input on revisions and modifications to the planning process and institutional and research efforts.

The Facilities Master Plan has a longer planning cycle due to the long timelines associated with funding sources for construction, development of plans and the time required to complete construction. However, within the approximate ten-year cycle, the Facilities Planning Advisory Committee meets regularly to provide guidance and oversight to the efforts to implement the plan, including modifications and revisions as appropriate. The next Facilities Master Plan update was reviewed at the June 2013 Governing Board meeting [1B.33]. In addition, the Bond Oversight Committee reports annually on the expenditures of the voter-approved measures, as per its charge “to review expenditures and ensure that bond proceeds were expended for purposes set forth in Measure D.”

The revision of the College’s Technology Plan in 2010 incorporated an IT Retreat, Datatel action planning, establishment of a Technology Plan Development Committee and technology project prioritization meetings with each component to establish the outline for the new plan.

The Technology Plan Development Committee has identified themes that will be systematically reviewed and modified as the new plan is implemented, including virtualization, security and green computing.

The Assessment Review Committee (ARC) took on the College’s review of institutional effectiveness (IE) in fall 2012 to ensure that assessment of IE is ongoing and reported at a high level to the CPC. The ARC examines SLO and AUO assessment at all levels, from the smallest departments to the college wide “big picture.” The Integrated Planning diagram was discussed and modified by ARC and recommended for the Self-Evaluation document. Additionally, ARC discussed the Program Planning template drafted by Student Services component and modified it to serve as a template college wide for administrative/non-instructional planning. Future discussions may modify these documents further.

**Evaluation**

The College meets the standard. Ongoing planning processes at several levels of the College incorporate systematic review and modification of all parts of the cycle. Room for improvement exists in ensuring that the review process of the planning cycle is systematic at all levels of the college.

**7. THE INSTITUTION ASSESSES ITS EVALUATION MECHANISMS THROUGH A SYSTEMATIC REVIEW OF THEIR EFFECTIVENESS IN IMPROVING INSTRUCTIONAL PROGRAMS, STUDENT SUPPORT SERVICES AND LIBRARY AND OTHER LEARNING SUPPORT SERVICES.**

**Description**

The College continues to measure effectiveness of its instructional programs using indicators such as course success and completion, certificate and degree rates and student satisfaction. Ongoing systems collect and report these statistics, and the planning and resource allocation systems have been designed to make extensive use of the effectiveness of programs and services.

In addition to using accreditation standards to assess the overall effectiveness of institutional programs and services, the College examines results from the assessment of SLOs and AUOs as evidence of its programs and services. The Outcomes Assessment Review Committee has been reviewing the progress made with SLOs since 2007. Some of the assessment results have contributed to improvement in instructional areas, for example increasing the recommended level of English preparation for history courses, integrating the teaching of reading and writing in English and his-
tory and examining how success in English and math can increase student success in other departments such as Computer Applications and Computer Information Systems.

Student support services, library and other learning support services are evaluated through the program planning process, which includes surveys of students and as appropriate the larger College community and examination of data pertaining to successful attainment of SLOs and AUOs for the area. As program plans are developed, deficiencies in student success are examined and solutions are developed to address them. For example, in finding that many counseling appointments were being used to address simple procedural questions such as how to reset a WebAdvisor password, “BYMA“ (“Before You Make an Appointment” was posted to inform students of the steps to take prior to seeing a counselor and how to get simple information that did not need a counseling appointment. The result was that students came to appointments with more appropriate needs and made better use of the time, ensuring higher levels of success.

**Evaluation**

The College meets the standard. The program planning/instructional planning process is entirely rooted in dialogue, as is the development of SLOs and AUOs. As plans are formalized, the dialogue continues, taking on a more campus wide consideration—more dialogue and more evaluation takes place. The quality of the planning itself is evaluated, as well as that of the SLOs/AUOs and their assessment. Resources for growth are assigned based on this evaluation, and ultimately the entire institution is evaluated based on these criteria.

### PLANNING AGENDA

<table>
<thead>
<tr>
<th>Lead Responsible</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fully implement the Integrated Program Planning cycle at all of its stages throughout the College at each department, division and component level.</strong></td>
<td>President</td>
</tr>
<tr>
<td><strong>Develop a staggered, comprehensive, six-year cycle with annual updates for all departments undergoing Administrative/non-Instructional Program Planning.</strong></td>
<td>President</td>
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REFERENCES

[18.1] College Planning Council (CPC) April 2011
[18.2] May 2011 CPC minutes
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[18.4] March 14 2012 meeting
[18.5] IT Plan
[18.6] College Technology Plan
[18.7] Faculty Prioritization Timeline 2012-2013
[18.8] Office of Instruction Program Plan
[18.9] Governing Board Agenda
[18.10] Appendix 1: Leadership Groups at the College, CPC Charge
[18.11] Fall 2010 Flex calendar
[18.12] Flex Week Report to Governing Board
[18.13] Sabbatical Leave Review Board
[18.14] Educational Master Plan
[18.15] College Strategic Plan Workbook
[18.16] College Strategic Plan KPIs
[18.17] CPC June 2012 Board minutes approving Tech Plan
[18.18] Tech Plan
[18.19] Instructional Department Program Planning schedule
[18.20] ARC Report
[18.21] Space Reallocation Project
[18.22] Cabrillo College Fact Book
[18.23] Student Climate Survey
[18.24] Instructional Planning Process
[18.26] College Planning Council
[18.27] Basic Skills Report
[18.28a] College Strategic Plan
[18.28b] Educational Master Plan
[18.28c] Fact Book
[18.29] Governing Board item, FMP update
[18.30] Bond Oversight Committee report
[18.31] College Catalog
[18.32] Annual ARC Report
Standard 2: Student Learning Programs & Services

The institution offers high-quality instructional programs, student support services and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity and encourages personal and civic responsibility as well as intellectual, aesthetic and personal development for all its students.
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Student success, as measured by course-embedded Student Learning Outcomes assessment, guides all ongoing planning efforts. Since the College mission is broad, all institutional offerings — including those offered through Distance Education — align with “helping all students achieve their academic, career and personal development goals.” All academic programs have revised their curriculum to include SLOs at the course, program and/or certificate levels. One unique aspect of Cabrillo’s process is that General Education is considered all one program. Unlike many other colleges across the state, individual departments that teach transfer or basic skills courses (which lead to transfer) do not write and assess individual program outcomes. Instead, they assess the College “Core Four” competencies that serve as the General Education program outcomes as well as the outcomes for the A.A. and A.S. degrees. In addition, faculty members assess all course SLOs. CTE programs, on the other hand, assess the SLOs of every degree, certificate and course that they offer. The assessment of the transfer courses that are part of CTE degree requirements are assessed by transfer faculty. However, CTE departments consult with the transfer departments to make sure that their students’ learning needs are being met.

SLOs and their assessment are integrated into the College’s instructional planning and curriculum review processes, through which programs are assessed for currency, high quality, teaching and learning strategies and student learning outcomes. The assessment process for Distance Education courses is the same as that for courses taught in the traditional mode. Each department is required to participate in what is known as the “Revolving Wheel of Assessment,” assessing each of the “Core Four” competencies and SLOs for every course (if it is a transfer or basic skills department) or all course, certificate and degree SLOs (if it is a...
CTE department). This assessment occurs over a five-year period. During the sixth and final year of the instructional planning cycle, faculty take an in-depth look at assessment results to help plan for the next planning cycle. In addition, they review all curricula, including their SLOs. Discussion of the SLO assessment process occurs within departments and then at the Outcomes Assessment Review Committee, the Faculty Senate, Instructional Council, Curriculum Council and the Council for Instructional Planning.

1. THE INSTITUTION DEMONSTRATES THAT ALL INSTRUCTIONAL PROGRAMS, REGARDLESS OF LOCATION OR MEANS OF DELIVERY, ADDRESS AND MEET THE MISSION OF THE INSTITUTION AND UPHELD ITS INTEGRITY.

The Cabrillo College Mission and Vision Statements set the tone for the instructional programs offered at the College. Excellence is achieved via instructional planning, course articulation with four-year universities for transfer courses, industry advisory council review and oversight of CTE programs and courses and through newly established basic skills and learning communities programs [2A.1].

The fields of study in which the institution offers programs comprise a balanced General Education curriculum, preparation courses in the basic skills and Career Technical Education (CTE) programs that prepare students for jobs and careers that are in demand. This demand is measured by enrollment in CTE programs and subsequent employment in the field, tracked through completer/leaver surveys. The Planning and Research Office (PRO) [2A.2] has online information regarding student achievement outcomes, including the College Fact Book [2A.3] and a Pathways to Prosperity [2A.4] study. Several other PRO studies and reports [2A.5] track student success data.

A. THE INSTITUTION IDENTIFIES AND SEeks TO MEET THE VARIED EDUCATIONAL NEEDS OF ITS STUDENTS THROUGH PROGRAMS CONSISTENT WITH THEIR EDUCATIONAL PREPARATION AND THE DIVERSITY, DEMOGRAPHICS AND ECONOMY OF ITS COMMUNITIES. THE INSTITUTION RELIES UPON RESEARCH AND ANALYSIS TO IDENTIFY STUDENT LEARNING NEEDS & TO ASSESS PROGRESS TOWARD ACHIEVING STATED LEARNING OUTCOMES.

Description

To serve the divergent requirements of Cabrillo’s students the College offers classes at the main Aptos campus, along with Education Centers in Watsonville and Scotts Valley. Courses are scheduled Monday-Friday from 6:30 a.m. to midnight, with some classes meeting on Saturdays. The College offers between 1,300 and 1,400 sections of courses for fall and spring semesters. The development of the Schedule of Classes and decisions about which courses to offer is accomplished in a collaborative manner by faculty, program chairs and deans [2A.6a], [2A.6b].

One major way that the College identifies student needs is through SLO assessment. A description of the assessment process is described in detail in section 2A1c. After undertaking assessment, each department meets to share and then dialogue about the results, identifying areas of student needs and making plans for the improvement of teaching and learning. The results of these faculty meetings are recorded on the Departmental Assessment Analysis form, which is submitted to the vice president of instruction’s office as part of an annual report and then examined again in depth during the department’s instructional program planning process [2A.7].

In addition, the College engages in systematic surveying to gauge student interests and needs. This effort is led by the Planning and Research Office, which conducts annual surveys of students as part of each program’s planning process. PRO also puts together a college wide survey of student opinions (the Campus Climate Survey) and is able to track trends in the students’ interests and needs with data sets that go back over ten years. All college wide and program-related information is published annually in the Fact Book, readily available online. This quantitative data is crucial for instructional planning, revising existing programs, providing evidence for grant writing and developing new programs and course offerings.

The College continues to develop specialized curriculum to meet the changing needs of its student population. One area of innovation and national leadership for the College has been in designing and implementing the Academy for College Excellence (ACE) program, dedicated to accelerating the education of underprepared students for college-level performance by preparing them for the rigors of academic study and the behaviors required for profes-
The ACE model is a pioneer in using curriculum in the classroom to maintain 24/7 student support through student peer networks as well as creating a pedagogy intent on building intrinsic motivation within students to persist. The creation and evolution of the ACE pedagogy and curriculum model, including areas such as basic science preparation and accelerated mathematics has been funded by several national foundations. Other programs that utilize specialized curriculum include: Allied Health, Early Childhood Education, Puente, Fast Track to Work, MESA, ACCESS, the Honors Transfer Program and a variety of other learning communities [2A.8a], [2A.8b].

B. THE INSTITUTION UTILIZES DELIVERY SYSTEMS AND MODES OF INSTRUCTION COMPATIBLE WITH THE OBJECTIVES OF THE CURRICULUM AND APPROPRIATE TO THE CURRENT AND FUTURE NEEDS OF ITS STUDENTS.

Description

Every section of every course taught uses the same course objectives, content and learning outcomes from a common Course Outline of Record. These course outlines are written by faculty, reviewed and approved by the Curriculum Committee and approved by the Faculty Senate and the Governing Board. Each course is assigned a unique ID number from the Chancellor’s Office. These same processes guide the development of courses in a Distance Learning format and courses taught at different times on different days. Course outlines and syllabi are available in all division offices.

Cabrillo’s Distance Education program has continued to grow over the last six years, both in size and diversity of course offerings. The Annual Distance Education Report to the Governing Board is an assessment of the Distance Education program's effectiveness in supporting faculty development, policy implementation and implementation of strategies to improve student success and retention. The report also compares Cabrillo’s Distance Education outcomes to statewide statistics. According to the Distance Education Annual Report, student performance in Distance Education classes meets or exceeds the statewide average. One third of the graduates receiving degrees or certificates have taken three or more Distance Education courses. The College regularly participates in both state and national surveys assessing student success, retention and program development. For example, the College participated in the Chancellor’s Office “W” Survey, which identified focus areas for quality improvement in Distance Education. The Distance Education Committee meets monthly during the academic year to discuss policy and procedure modifications that support student success. The effectiveness of a Distance Education course is assessed via the faculty evaluation process. Along with student evaluations and peer review, faculty members review success and retention data and participate in the SLO assessment process. The evaluation of a Distance Education course utilizes a standardized rubric developed by the Distance Education Committee in collaboration with a CCFT/Distance Education Task Force. This tool includes definitions and examples of regular effective academic engagement, accessibility standards and course design best practices. Course content developed by publishers is evaluated by the individual faculty or department, and the Teaching and Learning Center provides guidance in what to look for in publisher content considered for Distance Education delivery.

As new technology and teaching methodologies have emerged in this area, the faculty work with the staff at the Teaching and Learning Center to adapt courses and methods to the changing times. All Distance Education courses meet the state guidelines and regulations pertaining to Distance Education courses. Each Distance Education course is required to verify that the content meets accessibility standards and that methods are used to ensure regular effective academic engagement with students. All Distance Education courses require separate Curriculum Committee approval to ensure that quality and content are parallel to the traditional classroom version of the course. Individual faculty continue to develop new courses, and the number of Distance Education courses has increased since the College’s last accreditation cycle, leveling off over the past three years at 80–90 sections per term. The growth in web-enhanced and hybrid courses has increased in recent years, and currently over 9,000 students per term use the Blackboard learning management system to extend learning beyond the classroom. For example, students access and submit assignments, use web resources and participate in discussion forums facilitated by the instructor. Training in Distance Education pedagogy is available at the Teaching and Learning Center throughout the academic year, with special and general training sessions regularly scheduled during Flex Week [2A.9].

Instructors identify the methods of instruction for every course. The College’s curriculum and course management system, CurricUNET, offers faculty a simple mechanism for choosing among
service learning opportunities, work experience, field experience, lecture, lab activity, independent study, or distance learning methodologies. Many Distance Education classes include interactive web forums.

Most courses are scheduled Monday through Thursday, with many Friday or Saturday classes, weekend instruction, short-term courses and scheduling that requires coordinating different learning communities. The college has a Study Abroad Program that offers foreign languages and social sciences courses in foreign countries. Each Study Abroad program has rigorous pre-departure preparation and formal post-return evaluation processes in place. In 2012 two different Study Abroad programs were cancelled due to low enrollments, but most Latin America programs continue to have high enrollments.

C. THE INSTITUTION IDENTIFIES STUDENT LEARNING OUTCOMES FOR COURSES, PROGRAMS, CERTIFICATES AND DEGREES; ASSESSES STUDENT ACHIEVEMENT OF THOSE OUTCOMES; AND USES ASSESSMENT RESULTS TO MAKE IMPROVEMENTS.

Description

IDENTIFICATION OF SLOs

The identification of SLOs was one of the first tasks undertaken by the College as it created its SLO assessment process beginning in 2002. The Faculty Senate wrote the “Core Four” competencies that serve as the student learning outcomes for all A.S. and A.A. degrees granted at the College and also served as the SLOs for the General Education program in 2002-2003. The “Core Four” are: communication, critical thinking and information competency, global awareness and personal responsibility and professional development. As a result of feedback from the Student Senate and from individual faculty, the Senate revised the “Core Four” in 2007, adding a greater emphasis on sustainability and global citizenship.

The faculty identifies SLOs for all courses, which are housed in the Course Outline of Record. The adoption of CurricUNET as the college’s curriculum database program has facilitated the adoption of SLOs and “Core Four” competencies into the academic culture of the College. All faculty have access to CurricUNET, although much of the actual work on CurricUNET is performed by program chairs. The Course Outline of Record lists which college core competencies the course addresses, as well as the course SLOs, thus mapping the connection between these two levels of student achievement.

Beginning in 2004, departments began to write SLOs for all curricula and, in the case of CTE programs, to write certificate and degree SLOs when undergoing program planning and curriculum review. Since approximately 12 departments embark on program planning each year, this work was completed in 2008. The SLO coordinator worked with program chairs and faculty to assist them in crafting SLOs that capture each course, certificate, and degree’s central teaching and learning focus. When some departments then began to assess these SLOs, they discovered some needed revision. The SLO coordinator continues to work with any department that requests help in revising SLOs or writing ones for new courses, certificates and degrees. Information about how to write SLOs is posted on the SLO website, and finally, course SLOs are evaluated by the SLO coordinator as part of the curriculum approval process and are then approved by the Curriculum Committee.

Students are made aware of the course SLOs, certificate and degree SLOs and the “Core Four” college competencies in various ways. The College core competencies are printed in the College Catalog. Beginning in 2012, the SLOs for all CTE certificates and degrees are printed there as well [2A.10]. Instructors are also asked to list the course SLOs on their syllabi [2A.11].

In fall 2011, as one of the responses to the budget crisis, a joint committee composed of members of the Faculty Senate and administration worked to create a program discontinuance matrix, gathering numerical evidence to compare programs across campus in case the budget shortfall would necessitate the elimination of some programs. One of the factors in the matrix was the writing of SLOs. To gather evidence for it, a curriculum audit was undertaken. The audit revealed a lack of SLOs in some courses that departments had not been offering but were still in the course catalog, in some special studies courses and across a few departments. Departments then went to work writing the missing SLOs. At this point, most of the gaps revealed by the audit have been corrected, and almost all courses have SLOs written for them. Those that don’t are in the curriculum approval process [2A.12].

ASSESSMENT OF SLOs

All Basic Skills and Transfer departments are now required to assess each of the “Core Four” competencies and their course SLOs as part of their ongoing six-year program planning cycle. CTE departments are now required to assess all course and certificate SLOs. The SLOs for CTE degrees are generally their highest-level
Certificate plus a number of required units of General Education, often including some required courses. CTE departments are not expected to assess those General Education courses – this is left to the faculty who teach them – but they are asked to dialogue with the departments whose General Education courses they require as part of the program planning process.

This cycle of required assessment is known as the Revolving Wheel of Assessment (See Table 2, p. 76). The SLO chapter details how the Revolving Wheel was phased in from 2004-08, during the set-up phase of the SLO processes. Since 2009, most departments have completed their first full six-year cycle of assessing courses, certificate SLOs and core competencies, and all have assessed something, completing Cabrillo’s focus on institutionalizing SLO assessment. Now, Instruction has moved to a new phase, focused on quality assurance, as it improves processes to ensure full compliance with the College’s SLO standards. The following evaluation section details these current efforts [2A.13], [2A.14].

The SLO assessment methods for basic skills and transfer courses were created by the Faculty Senate in 2003-2004 and revised in 2011. Faculty members have a choice of three methods to assess SLOs: 1) analyzing student performance on a major assignment, 2) analyzing answers to a set of test questions or 3) creating a pre and post-test that is given to students at the beginning and end of the semester. Those who choose to evaluate a major assignment develop a grading rubric to assure that the SLOs are achieved. The rubrics help faculty to break down student learning into distinct categories and identify specific student needs and issues. But they also serve as an immediate and discrete mechanism to give students feedback on their work. In addition, they can help faculty members teaching different sections of the same course to align their work.

When first introducing SLO assessment to the campus, the SLO coordinator regularly provided training on how to write rubrics during Flex Week. The SLO coordinator continues to provide helpful feedback on developing rubrics for those departments or individual faculty who request it. Materials about how to create rubrics are also posted on the SLO website.

Unlike transfer and basic skills departments, CTE programs use a wider variety of methods to assess their course and certificate SLOs, determined by the department itself rather than the Faculty Senate. For instance, Horticulture and Culinary Arts often choose course-embedded assignments or tests, particularly those that result in the production of a plant or food product. Nursing, on the other hand, evaluates student success in passing the National Council Licensure Examination (NCLEX) as one measure of its program outcomes, along with other more specific assessments of single outcomes. Nursing feels that the licensure data, combined with the assessment of specific program outcomes, gives the department a better overall picture of how the program has trained students to succeed as nurses.

**USE OF ASSESSMENT RESULTS TO MAKE IMPROVEMENTS**

Every semester, primarily during Flex Week, faculty meet with their departments to share assessment results and dialogue about the student needs and issues that came to light during this process. Plans are made for the improvement of teaching and learning, along with a timeline for their implementation. This flurry of conversation and planning is recorded on Departmental Assessment Analysis forms.

This rich dialogue is later used as the basis for program planning, providing evidence for many departmental goals and recommendations. The Departmental Assessment Analysis forms are submitted as an appendix to the program plan. Since 2011, the forms for the past year are also submitted to the vice president of instruction’s office along with that year's annual update. Eventually, five years’ worth of assessment analysis forms are analyzed in depth by departments, used as the basis for funding requests and submitted with their program plans to the Council of Instructional Planning. There they are evaluated and, once approved, forwarded to the Outcomes Assessment Review Committee for further analysis (see below for a discussion about this committee’s charge).

CTE programs also receive additional input from outside advisory committees to improve their programs and curriculum. These advisory panels help programs to keep in line with emerging industry directions and trends and help programs respond to those evolving critical needs in their field. Sometimes, advisory committees recommend revisions to the curriculum, often informed by SLO assessment and program faculty react by revising courses, degrees and certificates as needed.

The SLO assessment discussions have resulted in changes to many departments. A quick glance through the assessment analysis
forms turned in with the 2010 and 2011 program plans reveal that faculty are working to improve learning and teaching by:

- Revising the scaffolding of specific assignments and the assignments themselves (many departments).
- Sharing assignments and rubrics among department faculty (many departments).
- Increasing faculty training & development (many departments).
- Integrating the teaching of reading and writing (English, History).
- Seeking funding for new facilities and/or technologies (Dance, Computer Information Systems, Engineering Technology, Theatre Arts).
- Meeting with faculty in English and Math to discuss how their courses can increase student success in other departments (Computer Applications, Computer Information Systems).
- Improving student writing by changing the recommended level of English preparation for all courses (History) or designating all courses a writing factor class (Political Science).
- Utilizing peer review as a classroom strategy (physics, art studio).

Some of these strategies have led to specific, measurable improvements in student outcomes that not only illustrate how SLO assessment can improve student performance, but also demonstrate Cabrillo’s linkage between SLO assessment, program planning and budgeting. One example from the Economics Department shows how the clicker, a classroom response tool that can help instructors to keep better track of student learning, produced a measurable increase in student performance and “offered explanatory power to the course scores.” In addition, the dialogue that resulted from several departmental assessment efforts has resulted in institutional changes. For example, when the English Department assessed the core competency of Personal Responsibility and Professional Development in 2010, the assessment results indicated some problems with plagiarism. The department offered two Flex workshops for the entire campus on the issue: “Writing the Research Paper: How to Guide Students to Success” (fall 2010) and “Got Cheaters? Let’s Talk” (spring 2011). Working from the ideas that emerged at the latter workshop, a committee was formed — composed of members of the Faculty Senate, classified staff, students and an administrator — that revised the plagiarism description in the Student Rights and Responsibility handbook and designed a campus honor code. The code was adopted by the Faculty Senate in Fall 2011 and is now in use. It is published in the Student Rights and Responsibilities handbook that is made available to all students.

In 2007, the Engineering Program Plan, in part influenced by needs revealed by some SLO assessment results and a student survey, stated as one of its goals “improve interdepartmental student and faculty collaboration of the Engineering, Engineering Technology, Physics and MESA by remodeling the 800 building to provide classrooms, labs and offices for these departments.” This was echoed in later program plans from Computer Information Systems, Engineering Technology and Physics. In 2011 Cabrillo received a 4.3 million dollar STEM (Science Technology, Engineering and Mathematics) grant from the Department of Education to increase the number of Hispanic students in STEM fields and construct a new integrated STEM center to house these departments. This is a radical alignment of campus programs and buildings that promises increased student success.

Assessment results are also used to make improvements through the Outcomes Assessment Review Committee (ARC). Since 2007, this shared-governance committee composed of faculty, administrators, staff and students has reviewed the SLO assessment results from all campus program planning that has occurred over the last year. The committee analyzes those assessment results along with the College’s assessment processes and makes suggestions for changes and improvements. These suggestions are contained in an annual report that is presented to the Faculty Senate, the Governing Board, the CPC, the Master Planning Committee and both unions. The report is also posted on the campus SLO website.

The ARC report helps guide the college to refine assessment processes, identifies best practices and offers an overall picture of how robust the assessment process is among various departments. Many of the ARC recommendations have become institutionalized practices (see following chart from the 2012 report). Others become incorporated into the College Strategic Plan or are worked on by other bodies.

The ARC report also charts emerging trends (see Table 4, p. 87). If an assessment issue arises from many campus areas, not just Instruction, and is judged to be significant enough to benefit
from campus dialogue, ARC can initiate institutional dialogue to address it utilizing think tanks and large forums facilitated by the committee. So far, ARC has not yet seen the need to initiate this process. See the SLO Assessment/Program Planning chapter for more discussion of the role of ARC and its annual reports.

**Evaluation**

The College meets the standard. While instructional programs meet the mission of the institution and uphold its integrity regardless of location or means of delivery, the procedure to evaluate Distance Education course design during the faculty evaluation process would be improved by requiring a design review prior to course delivery. The SLO assessment process in Instruction is well established and robust. The College has moved from the set-up stage in SLOs to one in which the process has become part

<table>
<thead>
<tr>
<th>Date of Recommendation</th>
<th>Past Recommendation</th>
<th>Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Offer an intensive SLO Assessment workshop for all faculty in instructional departments two years in advance of Program Planning.</td>
<td>Annual Spring Flex workshop.</td>
</tr>
<tr>
<td>2009</td>
<td>Support ongoing, sustained staff development in the assessment of student learning, including rubric development.</td>
<td>Ongoing Flex workshops.</td>
</tr>
<tr>
<td>2009</td>
<td>Share effective practices and methods for modeling strategies for assignments.</td>
<td>Ongoing Flex workshops.</td>
</tr>
<tr>
<td>2009</td>
<td>Provide support for faculty as they confront challenges to academic ethics, such as plagiarism and other forms of cheating.</td>
<td>Ongoing Flex workshops; creation of Student Honor Code.</td>
</tr>
<tr>
<td>2009</td>
<td>Provide sustained faculty development for addressing student learning needs in reading, research and documentation and writing.</td>
<td>On-going Flex workshops.</td>
</tr>
<tr>
<td>2009</td>
<td>Communicate to the college at large the importance of maintaining and documenting a college wide planning process that systematically considers student learning, including non-instructional areas.</td>
<td>“Breakfast with Brian” Flex workshops; development of the Faculty Inquiry Network; Bridging Research Information and Culture Technical Assistance Project; discussions about Student Success Task Force Recommendations; campus wide focus on Student Success.</td>
</tr>
<tr>
<td>2010</td>
<td>Survey campus to assess awareness of Cabrillo’s SLO process.</td>
<td>First survey administered Fall 2011; second to be administered Spring 2013.</td>
</tr>
</tbody>
</table>
of the fabric of the institution. In the Campus Accreditation Survey, two questions were specifically asked about instructional SLO processes with impressive results.

1. “Cabrillo assesses student learning outcomes and uses the results to make improvements.” Only nine of the 164 respondents disagreed.

2. “Cabrillo relies on the faculty (and advisory committees when applicable) to determine competency levels and measureable students learning outcomes” Only six of the 162 respondents disagreed.

Similarly, a survey undertaken in Fall 2011 by the SLO Assessment Review Committee asked respondents to indicate how they felt about the following two statements:

1. “SLO assessment provides a way to look at how well students are mastering course material or learning from a Library or Student Service encounter.” One hundred twenty faculty responded; 73.4 percent of adjuncts (36 total) and 76.1 percent of faculty (54 total) agreed or strongly agreed with the statement.

2. “SLO assessment provides an opportunity for useful dialogue about how to improve teaching and learning.” Out of 123 respondents, 75.5 percent of adjunct faculty (37 total) and 86.5 percent of fulltime faculty (64 total) agreed or strongly agreed.

It is the dialogue aspect of Cabrillo’s SLO assessment process that seems to be both the most enjoyable and productive for many departments. In its 2012 Program Plan, the Physics Department wrote, “This process has proved very beneficial to our department. It sparked many interesting discussions about teaching methodologies as well as highlighted our students’ strengths.” The Computer Applications/Business Technology Department stated “We have found this to be a productive way to have focused discussions on course and student success and ways to increase them.”

Perhaps putting it best, in 2011, the History Department wrote, “The SLO review process set up a framework for dialogue among all of the members of the department that has transformed Flex Week meetings into lively and always useful conversations about teaching: best practices, assignments, evaluation instruments and rubrics, and most importantly, how our students are achieving the department’s stated SLOs…The SLO assessment meet-ings have led to a rich, valuable and ongoing dialogue on student success. We have cultivated a truly collaborative department and our shared expertise has led to much improvement in the quality and uniformity of instruction.”

This is not to say that the institutionalizing SLO assessment in Instruction has been without its challenges. However, with the advent of the SLO Assessment Review Committee and its assigned duties, Cabrillo has created a process that regularly analyzes those challenges and suggests way to meet them. For instance, in its 2011 annual report, the SLO Assessment Review Committee noted that program chairs and deans are now the primary trainers of departmental faculty, as compared to the past when the SLO coordinator took on that role through numerous Flex workshops. This is borne out by data from ARC’s SLO survey, in which adjunct faculty indicated that their primary means of learning about SLO assessment methods was from the program chair. The ARC report states “Yet, many program chairs are new to the position, and sometimes the College. In addition, the HASS and VAPA divisions have new deans who have come from other schools. Training is clearly needed, focused on how to organize and keep track of the Revolving Wheel of Assessment for individual departments and how to encourage adjunct participation.” This need is echoed in the 2011 program plan from Political Science “Adding SLOs to program planning over time has significantly impacted the planning process itself. . . . The time involved in conceptualizing how to apply this new paradigm, taking part in the necessary training and actually implementing the assessment has been significant. Although part-time faculty members have been willing to participate, SLO assessment puts an undue burden on them.” The 2011 Sociology Program Plan highlighted another of ARC’s concerns. “. . . The program chair duties of a one full time contract department . . . have been overwhelming. . . . The assessment process has suffered.”

These challenges are reflected in the program plans from other departments. To meet them, the Outcomes ARC committee has recommended more intensive training for program chairs and deans, special meetings for the programs chairs of small departments to brainstorm solutions to their specific challenges and a program chair section on the SLO web site. Addressing these issues, along with others listed in the Outcomes Assessment Committee annual reports, is now the major focus of the SLO efforts in Instruction. This new emphasis on quality assurance is a natural outgrowth of the College’s SLO efforts. Now that the Instruction
has experienced five years of all departments following the Re- 
volving Wheel of Assessment, it is time to reassess and make im-
provements. The Outcomes Assessment Review Committee, the 
Council on Instructional Planning and the Faculty Senate have 
noted four major quality-assurance challenges in Instruction and 
have made plans to address them. The challenges and their solu-
tions are listed in Table 9, and the issues that have given rise to 
them are detailed in the SLO Assessment and Program Planning 
chapter of the report. These challenges will be discussed, moni-
tored and met through ongoing discussions in the Outcomes As-
sessment Review Committee itself and the bodies it reports to, 
especially the Academic Senate, Strategic Planning Committee, 
College Planning Committee and the governing board.

According to the ACCJC SLO rubric detailed in Table 10, Cabrillo 
is proficient. Faculty survey results indicate that 96.3 percent of 
instructors agree that the College encourages the use of different 
teaching methodologies as a response to learning styles of stu-
dents, and 90 percent agree that Cabrillo assesses student learn-
ing outcomes and uses the results to make improvements. Finally, 
survey results demonstrate that instructors believe that dialogue 
among faculty regarding the continuous improvement of student 
learning is strongly evidence-based [2A.15].

### TABLE 8: CHALLENGES & SOLUTIONS TO SLO ASSESSMENT

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Past Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct participation in SLO Assessment</td>
<td>• Increased program chair training.</td>
</tr>
<tr>
<td></td>
<td>• Revised form to better capture adjunct participation info.</td>
</tr>
<tr>
<td>Timely completion of SLO Assessment</td>
<td>• Better assessment tracking tool to identify struggling departments.</td>
</tr>
<tr>
<td></td>
<td>• Individualized and intensive help for struggling departments.</td>
</tr>
<tr>
<td></td>
<td>• Dialogue to create new methods to ensure full compliance with college SLO standards.</td>
</tr>
<tr>
<td>Reporting of SLO Assessment results</td>
<td>• Pilot project to revise reporting requirements.</td>
</tr>
<tr>
<td>Digitalizing SLO Reporting</td>
<td>• Continue to explore methods to electronically store and report documents.</td>
</tr>
<tr>
<td></td>
<td>• Use Google docs and campus public drive as a short term solution.</td>
</tr>
</tbody>
</table>

2. THE INSTITUTION ASSURES THE QUALITY AND IMPROVEMENT OF ALL INSTRUCTIONAL COURSES AND PROGRAMS OFFERED IN THE NAME OF THE INSTITUTION, INCLUDING COLLEGIATE, DEVELOPMENTAL, AND PRE-COLLEGIATE COURSES AND PROGRAMS, CONTINUING AND COMMUNITY EDUCATION, STUDY ABROAD, SHORT-TERM TRAINING COURSES AND PROGRAMS, PROGRAMS FOR INTERNATIONAL STUDENTS AND CONTRACT OR OTHER SPECIAL PROGRAMS, REGARDLESS OF TYPE OF CREDIT AWARDED, DELIVERY MODE, OR LOCATION.

Guided by its Mission and Vision Statements, the College serves “students who have goals of transfer, career preparation, basic skills, personal fulfillment and retraining through an inclusive and effective learning environment.” [Vision] Cabrillo maintains uniform standards of excellence regardless of the course modality or level of instruction. The College offers college-level courses in transfer and CTE, developmental and basic skills courses and
TABLE 9: PROFICIENCY LEVELS FOR SLO ASSESSMENT

<table>
<thead>
<tr>
<th>Proficiency Level: ACCJC Rubric on Student Learning Outcomes</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.</td>
<td>✔️</td>
</tr>
<tr>
<td>Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.</td>
<td>✔️</td>
</tr>
<tr>
<td>There is widespread institutional dialogue about the results of assessment and identification of gaps.</td>
<td>✔️</td>
</tr>
<tr>
<td>Appropriate resources continue to be allocated and fine-tuned.</td>
<td>✔️</td>
</tr>
<tr>
<td>Course Student Learning Outcomes are aligned with degree Student Learning Outcomes.</td>
<td>✔️</td>
</tr>
<tr>
<td>Comprehensive assessment reports exist and are completed and updated on a regular basis.</td>
<td>✔️</td>
</tr>
<tr>
<td>Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</td>
<td>✔️</td>
</tr>
</tbody>
</table>

A. THE INSTITUTION USES ESTABLISHED PROCEDURES TO DESIGN, IDENTIFY LEARNING OUTCOMES FOR, APPROVE, ADMINISTER, DELIVER AND EVALUATE COURSES AND PROGRAMS. THE INSTITUTION RECOGNIZES THE CENTRAL ROLE OF ITS FACULTY FOR ESTABLISHING QUALITY AND IMPROVING INSTRUCTIONAL COURSES AND PROGRAMS.

**Description**

As mentioned in Section 2A.1.c, the College faculty develops and reviews all courses and programs following guidelines of Title 5, the Statewide Academic Senate, the Chancellor’s Office and the Cabrillo Faculty Senate. The College’s Curriculum Committee ensures uniformity in the breadth, depth, rigor, sequencing, time to completion and the overall synthesis of learning. Faculty members create and modify course curriculum through CurricUNET that provides a platform for a uniform submission and approval process. Course information is reviewed by a team of faculty and administrators before being scrutinized by the whole Curriculum Committee and then approved by the Faculty Senate, the Governing Board and the Chancellor’s Office. The Curriculum Comm-
mittee is directly responsible for all new and modified courses, new and modified programs and is also in charge of the process for inactivating and deleting courses and programs [2A.16]. The curriculum review process also includes a review by the Distance Education coordinator to audit whether course proposals include a stipulation for distance delivery, and if so, submitters have validated that said course will meet accessibility standards, and faculty have defined specific methods used to engage students in regular academic discourse.

In determining course offerings department faculty, program chairs and deans analyze available facilities and space, along with enrollment patterns and wait lists from previous semesters. The College offers courses and programs in transfer, basic skills and CTE. Distance course offerings are determined by the program, in consultation with the dean, and are intended to expand access to students who, for various reasons like work and family obligations, may not be able to take on-campus classes. The Teaching and Learning Center works with faculty to improve Distance Education courses through design consultation and workshops focused on distance pedagogy.

The appropriate “Core Four” learning competencies and SLOs are now in place on all Course Outlines of Record and also for all degree and certificate programs offered at Cabrillo. Evaluation of SLO assessment results, as detailed in 2A.1.c. Use of assessment results to make improvements has resulted in improvements to many courses and programs.

The College has also focused on instructional innovations through grant funding of various programs. For example, the Digital Bridge Academy (now Academy for College Excellence or ACE) received funding from several foundations for outcomes studies. These studies follow different cohorts of students, helping refine and improve the program model. In addition, ACE has worked closely with the English and Math Departments with pilots in accelerated learning. The English Department performed a blind portfolio review of ACE students to determine that acceleration worked in this program and then made the acceleration option available to all students [2A.17a], [2A.17b].

The Math Department has recently developed a new course in the algebra sequence that is designed for non-science majors and will provide a more accessible path to statistics, based on evaluations that showed that many students were non-science majors and would benefit from a clearer path through the math sequence.

The INSTITUTION RELIES ON FACULTY EXPERTISE AND THE ASSISTANCE OF ADVISORY COMMITTEES WHEN APPROPRIATE TO IDENTIFY COMPETENCY LEVELS AND MEASURABLE STUDENT LEARNING OUTCOMES FOR COURSES, CERTIFICATES, PROGRAMS INCLUDING GENERAL AND VOCATIONAL EDUCATION, AND DEGREES. THE INSTITUTION REGULARLY ASSESSES STUDENT PROGRESS TOWARDS ACHIEVING THOSE OUTCOMES.

Description

As described in detail in 2A.1.c, Cabrillo has been using a homegrown course-embedded approach to measure student competency levels and SLO achievement through a dialogue-driven process of assessment. The correlation between “Core Four” competencies and the content and assignments for all basic skills and transfer courses is generated by department faculty. Faculty members develop SLOs for each of these courses, and these conversations have helped individual programs to prioritize and focus course curriculum to help students meet these SLOs. For instance, the History Department has developed the same four SLOs that are used for every course offered, varying only in identifying the specific area of history covered in that particular course, e.g., United States, World, Western, or Latin American. The English Department, on the other hand, wrote two SLOs for each course in its composition sequence, one for reading and one for writing, that use carefully crafted and different language to capture the specific skills students master at each level of the sequence. Departments choose their approach to writing SLOs based on what best fits the pedagogy and content in their courses.

Transfer and Basic Skills faculty have a choice of three methods to assess these SLOs: analyzing student performance on a major assignment, analyzing a set of test questions or creating a pre and post-test that is given to students at the beginning and end of the semester. Those who choose to evaluate an assignment develop a grading rubric to gauge whether the SLOs are being achieved and to make modifications. The rubrics help faculty to break down student learning into distinct categories and, identify student needs and issues. Over the six-year program planning cycle, faculty members assess the SLOs in every course and each of the four
core competencies [2A.18a], [2A.18b].

Discussion of the assessment results, often held during Flex Week, can result in changes to teaching methodologies and course design to improve student learning. Faculty share assignments, rubrics, test questions, or pre and post-tests and create strategies for improvement. This collaborative effort has contributed to a vibrant culture of faculty interaction in developing curriculum and sharing best practices. Faculty can realign curriculum to address goals on a course-by-course basis. They can make their assignments more transparent to students by clearly stating how assignments will be evaluated.

Faculty members who teach Distance Education courses are assigned by the program chair. Faculty usually have prior online teaching experience, or express interest in teaching online and participate in training. There is currently no standardized method for selecting faculty for Distance courses, however, the deans are well aware of the benefit of experience and training when approving a course taught in a Distance Education modality.

Data on success and retention in Distance Education courses is reviewed by the Distance Education Committee and reported to the Governing Board in an annual report. Training provided by the Teaching and Learning Center focuses on distance pedagogy and strategies to improve student success and retention through regular faculty/student engagement, using a variety of technology tools. The Distance Education annual report also looks at data for students who receive a degree and certificate. It is important to note that 31 percent of those students have taken three or more Distance Education courses. [2A.9, pg 4]

Competency levels and SLOs in Distance Education courses are the same for traditional on-campus classes. The Distance Education Committee identifies best practices based on Chancellor’s Office guidelines, ACCJC guidelines and trends in online learning identified by the Instructional Technology Council. [2011 Distance Education Survey Results, March 2012, Instructional Technology Council, Washington DC]

CTE programs use a variety of methods to assess course and certificate SLOs. In addition to faculty assessments of student performance, these programs rely heavily on the Perkins Core Indicators, Cabrillo’s CTE Completer/Leaver Survey, Labor Market Information from EMSI and Burning Glass and dialogue with advisory committees.

Perkins Core indicators are provided by the Chancellor’s Office in the spring of each year. These indicators measure program performance against a set of state benchmarks for course success, persistence within the program, completion of certificates and degrees, employment and gender equity. Programs that are below the state standards develop and execute strategies to improve performance.

Over ten years ago, in an effort to obtain a richer set of data about CTE outcomes, the College began surveying CTE program completers and leavers to determine whether students were finding employment in their fields of study and to assess the extent to which they were achieving wage gains. (This study is now being replicated at over 30 other colleges, and the Chancellor’s Office is considering supporting replication across the system.) The Completer/Leaver survey results are published in the spring of each year. Results are displayed for all programs in order to facilitate cross-program comparisons and dialogue.

Labor market information (LMI) is obtained through subscriptions to EMSI and Burning Glass, two state-of-the-art web-based systems. The latter is provided free to the College in support of its participation in the LMI Innovators Network, a national network of colleges pioneering new ways of utilizing LMI to guide CTE portfolio management and program improvement efforts.

Advisory committees are the final assessment element unique to CTE programs. Each program meets with an advisory committee composed of industry and union representatives, and in some cases, faculty from high school programs that feed into the program, faculty from programs that are fed by Cabrillo’s programs and representatives of the Workforce Investment Board.

Significant impacts on CTE programs have resulted from analysis of Perkins Core Indicators and the Completer/Leaver Data, along with dialogue with the advisory committees. Analysis of Completer/Leaver data and LMI led to decisions to make adjustments to Cabrillo’s CTE portfolio of programs. Data showed that the labor market for journalists with less than bachelor’s degrees was not strong enough to justify offering journalism certificates and degrees as sufficient job preparation for entering this field. This program was reoriented to prepare students for transfer. The Archaeological Technology Program was also discontinued for lack of a strong labor market for its graduates.
Several years ago analysis of Completer/Leaver data showed that while completers of the Medical Assisting Program were getting hired, they were not getting hired in the field of study. The College took this finding to the advisory committee where it provoked a frank discussion about the quality of the program's graduates. Employers said they needed a higher level of math and English skills. The College subsequently sought and obtained a grant to undertake a major revision of the program, shifting to a cohort model that starts with a bridge semester focusing on basic skills, integrated with foundational medical assisting and workplace knowledge and skills.

The College Fact Book shows that every year about 1,100 students earn an A.A. or A.S. degree, Certificate of Achievement, or Skills Certificate. Transfer courses have been articulated with UC and CSU. Students are able to schedule an appointment with a counselor to review their program of study, but can also identify required major preparation courses for transfer on the web by using the state’s “Assist” website. Students can also check their progress toward all Cabrillo degrees and certificates through the college’s Web Advisor Program Evaluation feature.

C. HIGH-QUALITY INSTRUCTION AND APPROPRIATE BREADTH, DEPTH, RIGOR, SEQUENCING, TIME TO COMPLETION AND SYNTHESIS OF LEARNING CHARACTERIZE ALL PROGRAMS.

Description

Quality is ensured through SLO assessments, student surveys and faculty evaluation process to check for rigor, breadth and depth. The course sequencing within a program also indicates rigor and depth. Prerequisite course requirements assure students and faculty that the students enrolled are prepared to succeed in a particular course. Content review, as per Title 5 guidelines, is an important part of the CurriCUNET course-revision system, and the Curriculum Committee examines every course to make sure that it conforms to these Title 5 requirements. Each course outline of record contains its SLOs and identifies the applicable “Core Four” competencies. Every instructor is expected to list the course SLOs on the course syllabus, and every syllabus is archived in each division office. Distance Education courses are held to the same standard as face-to-face courses and have an additional course-quality rubric that is used during the faculty evaluation process. The Distance Education Committee developed this rubric, with input from experienced online instructors representing each instructional division.

The College Fact Book indicates that Cabrillo has a student success rate of better than 70 percent for enrolled courses, with a retention rate of about 83 percent. Cabrillo has a vigorous transfer program, with more than 1,000 students transferring to four-year universities in nine of the last ten years [2A.19].

Each credit course is supposed to be offered at least once every three semesters. If a course is offered less often, the instructional department may approve a course substitution, and the Academic Council provides a mechanism, involving the program chair, for a course substitution or waiver so that every student can complete their program of study in a reasonable time frame.

D. THE INSTITUTION USES DELIVERY MODES AND TEACHING METHODOLOGIES THAT REFLECT THE DIVERSE NEEDS AND LEARNING STYLES OF ITS STUDENTS.

Cabrillo has a commitment to innovating in the area of delivery modes and teaching methodologies. The College schedules ten Flex Days per academic year where faculty attend workshops and department meetings to learn and dialogue about learning styles, teaching strategies and assessing student performance. Faculty members participate in workshops designed to help them learn multiple assessment techniques, identify appropriate instructional materials and learn strategies to improve student success. The On Course series is an example of a multi-day Flex event that teaches faculty innovative, learner-centered strategies for empowering students to become active learners.

The SLO Assessment process provides department faculty an opportunity to collaborate in the assessment of effectiveness of methodologies used in each course and to identify and implement new teaching techniques. Distance Education methodologies are evaluated in much the same way. Flex events provide faculty an opportunity to learn new teaching strategies and assess student performance using data run from assessment reports in the campus learning management system. The Distance Education Committee also regularly examines new data from the Chancellor’s Office on success and retention and reports college data to the Board.
E. THE INSTITUTION EVALUATES ALL COURSES AND PROGRAMS THROUGH AN ONGOING SYSTEMATIC REVIEW OF THEIR RELEVANCE, APPROPRIATENESS, ACHIEVEMENT OF LEARNING OUTCOMES, CURRENCY AND FUTURE NEEDS & PLANS.

Description

The Instructional component has been the site of the most rigorous, ongoing, well established and formalized planning process at the College. All transfer and basic skills programs write a formal program plan every six years, with annual updates. All CTE programs are on the same six-year cycle, with recently adopted two-year reviews to update with the most recent labor market studies and patterns to ensure relevancy. Many CTE programs also undergo an accreditation process from outside agencies. As described in detail in 2A.1.c, CTE programs assess all course SLOs and those of their degrees and certificates. Transfer and basic skills programs assess the College core competencies (which serve as the SLOs for both the General Education program and the college’s A.A. and A.S. degrees) and all course SLOs.

Program plans are developed over the span of a year according to a college wide schedule of assessment. Two years before program planning commences, departments meet with the SLO coordinator and one of the campus researchers to review SLO assessment requirements and discuss the design of student surveys and other research studies that might enhance the writing of program plans. Two years later, program planning formally begins in the spring semester when every program chair receives training in how to put together a program plan, along with a manual to guide the effort. Each program chair is assigned two mentors: one is the appropriate division dean and the other is a different member of the Council of Instructional Planning. The program meets to review the assessments that had been completed in the five previous years as part of the SLO assessment process and filed with every program’s annual update. The program’s faculty reviews every course offered, including its content, modes of instruction, SLOs, objectives, requisites, texts and evaluation processes.

Courses and programs are also reviewed on a broad level for relevance, appropriateness, student achievement of learning outcomes, currency and the future needs of the department. Distance Education courses are identified within the same planning process. Additionally, the Distance Education Committee annually evaluates a matrix of courses to determine where the courses fall in each of the degree areas. The College currently provides one or more Distance Education courses each year that enable a student to complete an A.A. degree in Liberal Studies and A.S. degrees in Business, Accounting and Law Enforcement. The Planning and Research Office conducts a survey of students in several of the program’s courses to help inform the program on items of interest to students.

The following fall semester the program chair, working with departmental faculty and the two mentors, drafts and revises the program plan itself. The department faculty members identify and prioritize the future needs and plans of the department. All decisions are informed by the SLO assessment process and data on student needs and trends provided by the Planning and Research Office. In the spring of the second year the Council on Instructional Planning (CIP) reviews the plan and all assessment documents.

The CIP analyzes every program plan and meets to discuss the plan with the faculty, often the program chair of the department. CIP extracts all needs and recommendations from all program plans and prioritizes them, basing judgments on the objective criteria discussed in each program plan. This prioritized list of program needs and recommendations then goes to the Faculty Senate, CPC and Governing Board for further review. Program plan information is the primary basis for funding requests.

As part of each program’s ongoing assessment cycle, external and internal data drive much of the analysis. The Planning and Research Office Fact Book provides economic and demographic data to each program. As detailed in 2A.1.c and the SLO chapter, individual programs use SLO assessment results to plan improvements at the program level and on the level of specific courses. Most recommendations that emerge from the planning process are driven by the SLO and “Core Four” assessment efforts. For instance, the 2012 program plan for the Physics Department contained several new program goals and directions that directly emerged from department dialogue in the assessment of SLOs [2A.20].

Finally, every program writes a short annual update that is forwarded to CIP. These annual updates discuss how each program is progressing and also contain the SLO Assessment Analysis Form(s) that were completed that year. All plans, reports and updates are available to all college-networked computers through the VP Instruction folder on the campus-shared “P” drive. For quality assur-
ance, beginning in 2012, the annual reports and particularly the assessment forms are scrutinized by the SLO coordinator to identify programs that are having difficulty or are not in compliance, so they can receive extra help the following semester.

**F. THE INSTITUTION ENGAGES IN ONGOING, SYSTEMATIC EVALUATION AND INTEGRATED PLANNING TO ASSURE CURRENCY AND MEASURE ACHIEVEMENT OF ITS STATED STUDENT LEARNING OUTCOMES FOR COURSES, CERTIFICATES, PROGRAMS INCLUDING GENERAL AND VOCATIONAL EDUCATION AND DEGREES. THE INSTITUTION SYSTEMATICALLY STRIVES TO IMPROVE THOSE OUTCOMES AND MAKE THE RESULTS AVAILABLE TO APPROPRIATE CONSTITUENCIES.**

**Description**

As described in detail in 2A.1.c., faculty participate in the SLO and “Core Four” assessment activities on a consistent basis, and these assessments drive the planning process for all instructional programs. As noted earlier, the assessment process drives departmental plans for improvement, curriculum design, course offerings, course requisites, content modification, changes in methodology and, through the Instructional Planning process, ultimately, funding. The assessment results are reviewed annually by the Outcomes Assessment Review Committee and its report is forwarded to the Faculty and Student Senates, the two unions, the Master Planning Committee, the CPC and the Governing Board. When broad concerns are identified by ARC, the committee also has the power to initiate a campus wide dialogue process, though this hasn’t occurred in the five years that the committee has been in existence. The Outcomes Assessment Review Committee’s annual reports are also posted on the College’s SLO website. Section 2A.1.c provides a description of some departmental, curricular and institutional changes that have resulted from Cabrillo’s SLO assessment process.

**G. IF AN INSTITUTION USES DEPARTMENTAL COURSES AND/OR PROGRAMS EXAMINATIONS, IT VALIDATES THEIR EFFECTIVENESS IN MEASURING STUDENT LEARNING AND MINIMIZES TEXT BIASES.**

**Description**

Exit exams for courses are not currently in use, and licensing exams are externally applied.

**H. THE INSTITUTION AWARDS CREDIT BASED ON STUDENT ACHIEVEMENT OF THE COURSE’S STATED LEARNING OUTCOMES. UNITS OF CREDIT AWARDED ARE CONSISTENT WITH INSTITUTIONAL POLICIES THAT REFLECT GENERALLY ACCEPTED NORMS OR EQUIVALENCIES IN HIGHER EDUCATION.**

**Description**

The Cabrillo College Catalog clearly states criteria for evaluating student learning and awarding credit. These criteria reflect BP and AR 3210 and are in sync with Title 5 regulations. For individual courses, faculty spell out evaluation processes and grading criteria in the course syllabus and the course outline of record. In addition, the rubrics that are a crucial pedagogical ingredient in the SLO assessment process are designed to make grading criteria and learning expectations transparent to students [2A.21]. These same policies apply for Distance Education programs.

All course outlines of record follow Title 5 regulations concerning units of credit and weekly student contact hours. Course numbering reflects a clear pattern that students can easily identify: transfer courses (1-99), non-transferable college level (100-199), basic skills level with no degree credit (200-299) and non-credit (500-599). These rankings are all explained in the College Catalog.

**I. THE INSTITUTION AWARDS DEGREES & CERTIFICATES BASED ON STUDENT ACHIEVEMENT OF A PROGRAM’S STATED LEARNING OUTCOMES.**

**Description**

The College Catalog spells out the model program and course requirements for each degree and certificate offered at the College. Course-specific SLOs are specified in each course outline of record and in all syllabi. General Education goals and the College’s “Core Four” competencies were developed by faculty in each area in conjunction with the Academic Council and approved by the Faculty Senate. The “Core Four” describe the broad skills that students should acquire while matriculating at Cabrillo and are always open for modification after thoughtful campus dialogue. For example, in 2007, at the request of some students, faculty worked together to add an explicit reference to environmental sustainability as part of the global awareness competency, and this addition was approved by the Faculty Senate. Degrees are designed to include skills and competencies reinforced in multiple courses in the General Education pattern, ensuring that students gain the...
competencies spelled out in the “Core Four.”

CTE programs have more specialized, programmatic, but still overarching learning outcomes for each degree and certificate program offered. As of 2012 CTE programs are required to publish program learning outcomes in the College Catalog and are developed during the ongoing instructional planning process in conjunction with their advisory committees.

Evaluation

The College meets the standard in assuring the quality and improvement of all instructional courses and programs offered in the name of the institution. These standards are upheld regardless of type of credit awarded, delivery mode, or location. Since 2007 the ongoing process of SLO assessment has been institutionalized to a large extent. Nearly every course contains SLOs in the Course Outline of Record, and department faculty have engaged in the evaluation and assessment of SLOs and the “Core Four” learning outcomes as part of ongoing efforts at improving student success. Faculty surveys suggest that these assessment efforts are effective and that these assessments are useful in helping the College to achieve its mission.

Still, as the assessment process goes forward there are significant challenges to make it work better, and quality assurance efforts are being put into effect, as outlined in 2A.1.c. Increasing adjunct participation in SLO assessment, staying on schedule, digitalizing assessment reporting data, employing quantitative measurements and making the program planning process more useful and efficacious – all these remain challenges for the College in moving forward on SLO assessment.

CurricuNet is working well for the College. After a steep learning curve for many faculty and staff following its adoption in 2007, most members of the Curriculum Committee and most administrators see its benefits in improving the process of curriculum development. However, many faculty and staff have found it to be frustrating and sometimes difficult to use for basic curriculum reform. At the course level, some departments continue to be challenged to archive all course syllabi from all faculty [2A.22].

3. THE INSTITUTION REQUIRES OF ALL ACADEMIC AND VOCATIONAL DEGREE PROGRAMS A COMPONENT OF GENERAL EDUCATION BASED ON A CAREFULLY CONSIDERED PHILOSOPHY THAT IS CLEARLY STATED IN ITS CATALOG. THE INSTITUTION, RELYING ON THE EXPERTISE OF ITS FACULTY, DETERMINES THE APPROPRIATENESS OF EACH COURSE FOR INCLUSION IN THE GENERAL EDUCATION CURRICULUM BY EXAMINING THE STATED LEARNING OUTCOMES FOR THE COURSE.

The College Catalog delineates the General Education requirements of the College, and the categories and courses contained in the General Education descriptions clearly lay out the philosophy of the College. All A.A. and A.S. degrees are detailed in the Catalog. The General Education guidelines are guided by the Academic Council, a committee appointed by the Faculty Senate. Faculty present new proposals for courses to be included in the General Education programs. The Academic Council reviews the course content, scope, topics, goals and objectives as it considers new courses for the General Education programs. Once developed by the Academic Council, General Education requisites are approved by the Faculty Senate and the Governing Board.


Description

The College’s degree requirements are informed by the categories and priorities embodied in the academic prerequisites for transfer to CSU and UC. Students demonstrate their ability to apply the understanding gained in courses by succeeding in subsequent courses. As they complete degrees and enter the workforce, they apply what they have learned in their employment and in other endeavors. Taken as a whole, students who complete the program of study outlined in both transfer paths, as well as those who complete A.A. and A.S. degrees, will be trained in a broad cross-section of disciplines, exposing them to a wide variety of academic methodologies. These areas are spelled out in
the Catalog's published requirements for an A.A. degree: English language, communication and critical thinking skills; scientific inquiry; arts and humanities; social sciences; lifelong learning and self-development; multicultural studies; American institutions; and a mathematics requirement. The College's A.S. degree has the same categories, but changes the number of units required to lean more toward a stronger foundation in the major area for CTE degrees or in the sciences for transfer A.S. degrees.

These categories of study are designed to educate the whole student, to make students into critical and socially aware citizens and to impart the habits of mind particular to the specific student’s major interests. The General Education pattern covers ethical principles, civility and interpersonal skills, respect for cultural diversity, historical and aesthetic sensitivity and a willingness to engage in actions that reflect a sense of social and political responsibility. They are the hallmarks of an educated society. Collectively they represent a blueprint of the scope and content of the traditional major areas of post-secondary education in the United States. The General Education areas and the courses contained in each were and are developed by faculty, through the Academic Council and the Faculty Senate.

In addition, the College captures what students should be able to do at the completion of the General Education program and when attaining an A.A. or A.S. degree through the College “Core Four” learning competencies: communication; critical thinking and information competency; global awareness; and personal responsibility and professional development. These competencies are a distillation of the skills and knowledge taught in the General Education program. As described in 2A.1.c and the SLO chapter, these statements of learning were created by the Faculty Senate in 2002 and were revised in 2007. They are infused into the curriculum in every course taught at the College and form the beginning portion of the College Vision Statement: “Cabrillo College is passionate about developing critical thinking, honing oral and written communication, and enhancing global awareness, while cultivating personal and professional responsibility in our students” [2A.23a], [2A.23b].

B. A CAPABILITY TO BE A PRODUCTIVE INDIVIDUAL AND LIFELONG LEARNER: SKILLS INCLUDE ORAL AND WRITTEN COMMUNICATION, INFORMATION COMPETENCY, COMPUTER LITERACY, SCIENTIFIC AND QUANTITATIVE REASONING, CRITICAL ANALYSIS/LOGICAL THINKING AND THE ABILITY TO ACQUIRE KNOWLEDGE THROUGH A VARIETY OF MEANS.

Description

The College's Mission Statement asserts that Cabrillo is “dedicated to helping all students achieve their academic, career and personal development goals.” The faculty, Managers and staff of the College consider all three of these goal areas as central to Cabrillo’s mission. However, recent shifts in state policy seem to reduce the pursuit of “personal development” to a more peripheral role than it has had in decades past. Funding for programs in the areas of CTE, basic skills and transfer seems to be the state’s priority, and lifelong learning may be forced to scramble to remain one of the College’s principal goals.

The “Core Four” competencies ensure that graduating students will experience a broad range of coursework in oral and written communication, scientific and quantitative reasoning, critical analysis/ logical thinking and the ability to acquire knowledge through a variety of means. (The SLO website contains a detailed description of the “Core Four”). Students who take English 1A are required to take the co-requisite course, Library 10, a course in information competency that prepares students to use technological and research materials critically and effectively. After many years of phasing in, the instructional program planning process is fully operational and requires faculty to assess the “Core Four” on an ongoing schedule. As part of the development of each department’s program plan, all of the course outlines are reviewed and revised. Part of that process is to review prerequisites from a different discipline to make sure that they match the skill set required in the course under review. CurricUNET has a user-friendly interface that lists the content and skills in the most common prerequisite courses, like English 100 or Math 154.

Almost all Cabrillo college-level courses, numbered 1-199, have a recommended preparation of eligibility for English 100/Reading 100. Upon faculty review and SLO assessment, courses in history, psychology and the Honors Transfer Program have listed a recommended preparation of eligibility for English 1A to more ac-
In general, college-level courses require student skill levels that go beyond basic skills. Nearly all Certificates of Achievement require completion of English 100 or the equivalent. State regulations for A.A. and A.S. degrees require successful completion of English 1A and Intermediate Algebra, Math 152. A College policy exists that allows students with verified disabilities to complete a course to substitute for Math 152.

The College also maintains a rigorous transfer curriculum. All courses numbered 1-99 transfer to the CSU system and most also transfer to the UC system and to private and out-of-state colleges and universities. Faculty develop new curriculum with a focus on courses that will meet transferable General Education requirements and be articulated to California public and private universities for major preparation [2A.24]. The College Fact Book tracks the Student Progress and Achievement Rate (SPAR).

Collegiate standards and rigor of Distance Education courses are determined during the curriculum approval process and subsequent faculty evaluation process. Computer literacy is a necessary skill in using a learning management system to engage with course materials and communicate with faculty. The Computer Technology Center, Watsonville ILC and Library provide drop-in help, and the Teaching and Learning Center provides students a Blackboard help desk, drop-in support and online video tutorials.

### C. A RECOGNITION OF WHAT IT MEANS TO BE AN ETHICAL HUMAN BEING AND EFFECTIVE CITIZEN: QUALITIES INCLUDE AN APPRECIATION OF ETHICAL PRINCIPLES; CIVILITY AND INTERPERSONAL SKILLS; RESPECT FOR CULTURAL DIVERSITY; HISTORICAL AND AESTHETIC SENSITIVITY; AND THE WILLINGNESS TO ASSUME CIVIC, POLITICAL AND SOCIAL RESPONSIBILITIES LOCALLY, NATIONALLY AND GLOBALLY.

#### Description

Of course, the “Core Four” explicitly address many of the central ethical, behavioral and interpersonal skills mentioned in this standard: critical thinking, global responsibility, personal and professional responsibility. Much of this important aspect of learning is captured in the college core competency of global awareness under the sub-section of Global Systems and Civics:

- **Cultural**: Interface with people from a variety of backgrounds and analyze different cultural beliefs and behaviors.
- **Political, social & economic**: Recognize important economic and political issues and values in one's own community, state, country and the world.
- **Environmental**: Analyze the importance of the natural environment to human well being and the impact of human activity on the well being of global environmental systems.
- **Integrated Systems**: Assess and analyze the interconnectivity between social, political, economic and ecological systems and activities.
- **Action**: Develop and evaluate strategies and plans for addressing global systems and civics issues.

All are reinforced and assessed by program faculty in every course that contains them in its competencies goals. As stated earlier in this standard, this effort is a crucial component of the ongoing instructional planning process. Under the broad commitment to academic freedom, individual programs and faculty members challenge their students to enact the principles of effective citizenship, civility, appreciation of diversity, and service to the community [2A.25a], [2A.25b].

As part of the regular curriculum, students participate in civic events like beach clean-ups, culinary arts contests, essay-writing competitions, horticulture plant sales, archaeological digs and efforts to promote environmental sustainability.

In addition, a number of cross-disciplinary events at the College have offered models of engaged civic conversation, seeking to validate the value of humanistic, respectful and civically animated discourse. In the last few years these events — featuring faculty from numerous fields, students and the outside community — include: an annual Constitution Day public forum, discussion of the themes raised in the Theater Arts production of The Grapes of Wrath, a public forum that discussed connections between the Great Depression and contemporary economic and social trends, a celebration of the bicentennial of the birthdays of Charles Darwin and Abraham Lincoln, and the discussions and forums held as part of the Cabrillo Reads program, commencing in its first year with the reading of Ralph Ellison’s Invisible Man [2A.26a], [2A.26b].

Cabrillo degrees require a course with a multicultural emphasis. How-
ever, the new state associate degrees for transfer exempt students from this local requirement. The General Education areas for transferable and non-transferable degrees require students to complete between 21 and 39 units from the areas of English language, communication and critical thinking, scientific inquiry, arts and humanities, social sciences, lifelong understanding and self-development. These requirements are all clearly stated in the College Catalog.

Evaluation

The College meets the standard of requiring all academic and vocational degree programs to have a component of General Education based on a philosophy that is clearly stated in the Catalog. All processes of planning require dialogue about educational programs. This dialogue is ongoing, robust, directed and inclusive, relying on the expertise of faculty to determine the appropriateness of including each course in the General Education curriculum.

4. ALL DEGREE PROGRAMS INCLUDE FOCUSED STUDY IN AT LEAST ONE AREA OF INQUIRY OR IN AN ESTABLISHED INTERDISCIPLINARY CORE.

Description

The A.A. and A.S. degrees and transfer agreements all require 60 semester-units of credit. The A.A. degree requires students to complete a minimum of 30 units of General Education, 18 units in their major and 0-12 units of electives. Students completing the A.S. degree must complete 21 units of General Education, 30 units in their major and 0-9 units of electives.

Students pursuing transfer to the CSU or UC are required to complete 60 CSU or UC transferable units, including 30-39 units of General Education, and with a minimum of 18 units in a major or emphasis. The majority of degrees awarded each year by the College are Liberal Arts and Sciences Associate Degrees, as the emphasis in Interdisciplinary Studies allows students pursuing a wide range of majors at the university to achieve an A.A. degree prior to transfer.

In fall of 2011, the College met the SB-1440 legislated mandate for the A.A.-T/A.S.-T Associate Degrees for Transfer with the Chancellor’s Office approval of the A.A.-T in Sociology and the A.S.-T in Mathematics. These degrees guarantee admission to the CSU system for students pursuing a major deemed “similar” by the CSU and benefit students in that they are guaranteed a maximum of 60 units required at the university for completion of a Bachelor’s Degree. Additional degrees are being developed and Cabrillo expects approval of more degrees in 2012 (A.S.-T in Early Childhood Education, A.A.-T in History, A.A.-T in Kinesiology and A.A.-T in Psychology) [2A.27].

The College tracks numbers of students who transfer, using the National Student Clearinghouse data (which reports Cabrillo students who have completed at least 12 units at Cabrillo and then enroll at four-year universities around the country). Although the data can be tracked to over 3,300 colleges and universities that collectively enroll over 96 percent of all students in public and private U.S. institutions, it is acknowledged that the numbers may not be an accurate representation of how well the College is doing in getting students “ready” to transfer. Students may not transfer for a variety of reasons beyond the College’s control (financial, etc.). In 2011-12 the College awarded 449 transferable degrees, and every one of those students was “ready” to transfer to the university.

In fall 2012, the College piloted two Transfer Pathway Associate Degrees in Anthropology and History. Two cohorts of up to 30 college-ready (English and mathematics) students had fully scheduled educational plans that allowed completion of all General Education major coursework admission requirements to the CSU and UC systems and achievement of an A.A. degree in 4 semesters.

Evaluation

The College meets the standard that all degree programs include focused study in at least one area of inquiry or an interdisciplinary core.

5. STUDENTS COMPLETING VOCATIONAL AND OCCUPATIONAL CERTIFICATES AND DEGREES DEMONSTRATE TECHNICAL AND PROFESSIONAL COMPETENCIES THAT MEET EMPLOYMENT AND OTHER APPLICABLE STANDARDS AND ARE PREPARED FOR EXTERNAL LICENSURE AND CERTIFICATION.

Description

SLOs for all courses in CTE certificate and degree programs are included in all course syllabi and in the Course Outline of Record. CTE course SLOs often must correspond to the requirements of outside
accrediting agencies, and CTE course SLOs may be more detailed, precise and numerous than the SLOs for most basic skills and transfer courses. The programmatic assessment of SLOs is used to monitor the consistency of instruction and overall improvement in the program’s offerings. Some CTE programs also gain valuable feedback from the external licensing examinations that students take at the end of their programs: Nursing, Dental Hygiene, Radiological Technology, Medical Assistant, Early Childhood Education, Computer and Information Systems, Solar and Energy Certification and Building Science in the Construction and Energy Management programs and Welding.

The recent recession has prompted an increasing focus on assessing the extent to which the College’s CTE programs fulfill its responsibilities as steward of the public’s investment in career preparation. Diminishing funds from the state coupled with a high unemployment rate have motivated Cabrillo to find ways to better align course offerings with evolving labor market demands. The College is developing capacity in four ways: improved collection and analysis of data; embedding use of this data in regular, frequent cycles of program evaluation; alignment with CTE programs at local high schools; and engagement with employers, colleges and other workforce development stakeholders at a regional level.

In the area of data collection and analysis Cabrillo is involved in several projects that build upon over 10 years of surveying CTE program completers and leavers. Working with the RP Group and the Bay Area Community College Consortium (for which Cabrillo is the fiscal agent) the College has launched a cooperative effort to spread the practice of survey CTE completers and leavers. In the second year of this effort there are more than 30 colleges participating. Eventually, this data will enable Cabrillo to compare program outcomes across colleges and benchmark against the best performers.

The College is also involved in a research effort with West Ed to merge completer/leaver data with EDD’s Unemployment Wage data. The EDD data set provides annual wages earned by Cabrillo students and reported by their employers, but does not provide information about whether students are employed in the field of study nor whether they are working part-time or full-time. It also does not capture income from self-employment. The merger of the two data sets will provide a much richer and more complete picture of student outcomes. The value of this goes well beyond Cabrillo. This study will guide interpretation of UI wage data for all colleges and will inform the future development of the completer/leaver survey.

Cabrillo and three other colleges are also working with the RP Group, West Ed and the Chancellor’s Office to develop a comprehensive set of metrics that can be used for evaluation of CTE programs. The first iteration of this was completed in the spring of 2013. A larger number of colleges will be brought on board in 2014, and the set of indicators will be produced for all colleges in 2015.

All of these indicators will be embedded in a two-year cycle of CTE program evaluation that will engage programs, advisory committees, the Workforce Investment Board and Cabrillo’s governing board. Elements of this are being developed with the research partners mentioned above, along with the Centers of Excellence. The RP Group will be assisting with developing methodologies for faculty engagement. This process will be shared widely.

Engagement with College advisory committees, particularly in the areas of health care, industrial technology and public safety, has guided these CTE programs toward greater engagement with the K-12 system. Employers have lamented the decay of hands-on CTE courses in the high schools and have encouraged Cabrillo to help resurrect these programs and connect them to College CTE programs. To that end the College has been working with the K-12 system over the last five to seven years through the CTE Community Collaborative, recently absorbed into the Santa Cruz County College Commitment (S4C) a broader collaborative effort aimed at increasing the college and career success of all Santa Cruz County students. Outcomes from this effort include articulation agreements between career academies at the high schools, inclusion of high school faculty on Cabrillo’s industry advisory committees and middle and high school summer career academies.

California’s economy is driven by highly productive regional industry clusters. While California’s community colleges are the largest post-secondary system in the country, local district orientation has prevented Cabrillo from effectively engaging with these regional industry sectors. Cabrillo, as the host college for the 26-college Bay Area Community College Consortium (one of the seven regional consortia funded by the Chancellor’s Office), has been a leader in developing the capacity for its system to form networks of colleges that partner together to engage with regionally organized industry
6. THE INSTITUTION ASSURES THAT STUDENTS AND PROSPECTIVE STUDENTS RECEIVE CLEAR AND ACCURATE INFORMATION ABOUT EDUCATIONAL COURSES AND PROGRAMS AND TRANSFER POLICIES. THE INSTITUTION DESCRIBES ITS DEGREES AND CERTIFICATES IN TERMS OF THEIR PURPOSE, CONTENT, COURSE REQUIREMENTS AND EXPECTED STUDENT LEARNING OUTCOMES. IN EVERY CLASS SECTION STUDENTS RECEIVE A COURSE SYLLABUS THAT SPECIFIES LEARNING OBJECTIVES CONSISTENT WITH THOSE IN THE INSTITUTION’S OFFICIALLY APPROVED COURSE OUTLINE.

The College provides clear information for all certificates and degrees in the College Catalog, both in print and on the web. For every program, students can find a model of study, course descriptions, units and any requisites for the course. Course outlines contain core competencies, SLOs and course objectives. Outlines also list the ways that students will demonstrate achievement, such as demonstrations, exams, projects, research, or problem-solving. Faculty members are required to list the SLOs for a course on their syllabi. Each semester, the syllabi are turned into the division offices and checked for accuracy by a division assistant.

Distance Education courses and programs are clearly listed on the Distance Education website, and syllabi and SLOs are required to be posted in all online courses. Evaluation standards for hybrid and online courses are used to assess course quality and faculty effectiveness during the faculty evaluation process. Transfer credit is articulated in the College Catalog and in the Schedule of Classes. Distance Education courses are identified in the Course Outline of Record by the notation: “may be taught in a Distance Learning Format.”

The College has effective partnerships under way in the areas of energy/utilities, water/wastewater, industrial maintenance, machinists and mechanics, and healthcare. These networks enable programs to engage with regional scale employers and to leverage economies of scale from such things as shared professional development and curriculum development.

Cabrillo has benefitted greatly from these regional efforts. Examples include a major shift in the Construction and Energy Management program motivated by dialogue with PG&E and other utilities. The conversation encouraged a shift from a narrow focus on solar energy to a broader focus on building performance. This shift in curriculum was greatly facilitated by regional workshops that brought industry and college experts together in week-long workshops to train faculty in these new approaches. Another example comes from the Medical Assisting program. Employers have encouraged the College to provide its students with hands-on experience with Electronic Medical Records (EMR) systems; however these systems are priced for use by employers and completely unaffordable to Cabrillo. Working with a regional network of medical assisting programs Cabrillo has been able to partner with an industry organization to develop a virtual lab. An EMR provider has agreed to install its system on a set of machines that will be available through the Internet for all of the programs to access.

As can be seen in all of the efforts above, Cabrillo has come to understand that it can best meet its mission of preparing students for careers with two interrelated strategies: making meaningful use of data and aligning the efforts of diverse stakeholders to improve outcomes for all.

**Evaluation**

The College meets the standard. Students completing CTE certificates and degrees are able to meet standards in employment and licensure requirements. Useful information on job placement has been generated by the Completer/Leaver surveys and by tracking the numbers of certificates earned in CTE programs. However, obtaining complete and accurate data is extremely difficult, and students in some programs, such as Welding or Culinary Arts, may find immediate employment after only one or two courses, without completing any formal certificate or degree. The *Fact Book* contains information on the employment status of former CTE students.
A. THE INSTITUTION MAKES AVAILABLE TO ITS STUDENTS CLEARLY STATED TRANSFER-OF-CREDIT POLICIES IN ORDER TO FACILITATE THE MOBILITY OF STUDENTS WITHOUT PENALTY. IN ACCEPTING TRANSFER CREDITS TO FULFILL DEGREE REQUIREMENTS, THE INSTITUTION CERTIFIES THAT THE EXPECTED LEARNING OUTCOMES FOR TRANSFERRED COURSES ARE COMPARABLE TO THE LEARNING OUTCOMES OF ITS OWN COURSES. WHERE PATTERNS OF STUDENT ENROLLMENT BETWEEN INSTITUTIONS ARE IDENTIFIED, THE INSTITUTION DEVELOPS ARTICULATION AGREEMENTS AS APPROPRIATE TO ITS MISSION.

Description

Transfer policies for the College are laid out in both the Catalog and Schedule of Classes. Online resources like WebAdvisor and ASSIST.org offer students a wide variety of information about the specific transfer requirements in every major at all California public universities. The information provided on ASSIST.org outlines articulation agreements with universities and makes this information readily available to students, faculty and counselors. However, at some point nearly every student requires the assistance of a counselor to get the most up-to-date information and to chart out a personal education plan. The Transfer and Career Center also is a valuable resource for students interested in transfer. The recent directives resulting from the statewide Student Success Task Force are shining a light on the challenges facing students in achieving their transfer goals, but the lack of new funding for new initiatives remains a stumbling block.

Cabrillo’s articulation officer continually updates transfer agreements with universities and works with faculty to make sure that each non-CTE and some CTE program requirements lead to student transfer. Transfer programs work with the articulation officer to ensure that programs are carefully matched to major requirements at CSU and UC. Recently passed legislation has resulted in two new transfer degrees, the A.A.-T and the A.S.-T. This has led to statewide specific transfer model curriculum in the top 25 transfer majors, with the intent to ease transfer from community colleges to the CSU system. The College has also been active in participating in the C-ID course identifier project, a parallel project to the A.A.-T and A.S.-T degrees. Cabrillo is submitting courses and receiving approval of C-ID numbers on an ongoing basis. The College has had two degrees approved by the Chancellor’s office, an A.A.-T in sociology and an A.S.-T in mathematics. Several more degrees are either in the process of being reviewed, developed, or submitted for approval.

The Academic Council determines the amount of credit available to students through external examinations and lists the specific college courses for which such credit can be substituted. This information is published in the College Catalog.

B. WHEN PROGRAMS ARE ELIMINATED OR PROGRAM REQUIREMENTS ARE SIGNIFICANTLY CHANGED, THE INSTITUTION MAKES APPROPRIATE ARRANGEMENTS SO THAT ENROLLED STUDENTS MAY COMPLETE THEIR EDUCATION IN A TIMELY MANNER WITH A MINIMUM OF DISRUPTION.

Description

Because of the ongoing state budget crisis, the program discontinuance procedures have recently been updated and are explained in AR 3121. Following an analysis of students’ unfulfilled degree requirements, the policy says that students already enrolled in a program scheduled to be terminated need to be allowed sufficient time to allow degree completion. If this accommodation is impossible, then students may be allowed to take related classes as a substitution or complete the courses required at a nearby college. When program elimination occurs, the policy calls for the area dean and the program faculty to consult on the length of time that Cabrillo courses need to be offered in that program in order to accommodate the students’ needs. The program chair, consulting with the dean, can provide a course substitution or waiver to a student if a course cannot be offered in a timely manner so that student may complete the program [2A.28].

C. THE INSTITUTION REPRESENTS ITSELF CLEARLY, ACCURATELY AND CONSISTENTLY TO PROSPECTIVE AND CURRENT STUDENTS, THE PUBLIC AND ITS PERSONNEL THROUGH ITS CATALOGS, STATEMENTS AND PUBLICATIONS, INCLUDING THOSE PRESENTED IN ELECTRONIC FORMATS. IT REGULARLY REVIEWS INSTITUTIONAL POLICIES, PROCEDURES AND PUBLICATIONS TO ASSURE INTEGRITY IN ALL REPRESENTATIONS ABOUT ITS MISSION, PROGRAMS AND SERVICES.
Description

As more students rely on online sources of information, the College has recently revamped its entire website to better serve the information needs of students. It has also improved the quality of internal communication among Managers, faculty and staff. The College Catalog and Schedule of Classes remain the most important sources for students about college information; they are updated regularly and published online and in print. Courses that are offered online are designated clearly as to the mode of delivery, and the Distance Education Report is available online, where the public can see information about student achievement in Distance Education programs. Most students now register online using WebAdvisor. The College’s articulation website gives students and counselors access to help students plan for transfer and degree/certification completion. The College publishes transfer data in the Fact Book. All College publications are reviewed on an annual basis, updated and resubmitted for publication by the instructional procedures analysts.

Evaluation

The College meets the standard. Students and prospective students are provided clear and accurate information about courses, programs and transfer policies. The purpose, content, course requirements and expected SLOs are described for degrees and certificates. In each course students receive a syllabus that specifies the SLOs, which are consistent with the official course outline.

The automated telephone registration system, Hawknet, was discontinued in 2010. Online registration continues to be a challenge for less technically sophisticated students, and the College continues to grapple with the challenge of making all pertinent information – on courses, registration, financial aid, etc. – as complete and user-friendly as possible. Room for improvement in institutional processes exists to help guide students to define and then meet their educational goals, as state-mandated reforms — are implemented over the next few years.

7. IN ORDER TO ASSURE THE ACADEMIC INTEGRITY OF THE TEACHING-LEARNING PROCESS, THE INSTITUTION USES AND MAKES PUBLIC GOVERNING BOARD-ADOPTED POLICIES ON ACADEMIC FREEDOM AND RESPONSIBILITY, STUDENT ACADEMIC HONESTY AND SPECIFIC INSTITUTIONAL BELIEFS OR WORLDVIEWS. THESE POLICIES MAKE CLEAR THE INSTITUTION’S COMMITMENT TO THE FREE PURSUIT AND DISSEMINATION OF KNOWLEDGE.

The Mission and Vision Statements reflect the College’s values. In addition, the contract between the District and CCFT calls for publication of a faculty statement of professional ethics. It reaffirms the need to practice intellectual honesty, to promote freedom of inquiry and to protect the academic freedom of students. These statements are available in the Catalog, on the CCFT website and in the Students’ Rights and Responsibilities Handbook published by the Student Affairs Office of the College.

A. FACULTY DISTINGUISH BETWEEN PERSONAL CONVICTIONS AND PROFESSIONALLY ACCEPTED VIEWS IN A DISCIPLINE. THEY PRESENT DATA AND INFORMATION FAIRLY AND OBJECTIVELY.

Description

The college’s policy on Academic Freedom is a negotiated article in the CCFT contract with the District and was approved by the Faculty Senate and Governing Board. Every time a member of the faculty is evaluated, the forms used spell out these commitments toward academic freedom and help guide the evaluation process. The Academic Freedom Policy is published in the Catalog, the Faculty Resource Guide and the College Strategic Plan [2A.29]. Within the policy on Academic Freedom is the expectation that “All faculty members should clearly differentiate to students the expression of a faculty member’s personal opinions or convictions from the objective presentation of theory, fact, or ideas.” (Article 4.4.2, CCFT Contract). The Faculty Senate engages in discussions to deepen the understanding of this expectation, as do faculty in department meetings. The evaluation process is used to determine how effectively the College is meeting this expectation, for Distance Education classes as well as for those delivered in traditional mode.
B. THE INSTITUTION ESTABLISHES AND PUBLISHES CLEAR EXPECTATIONS CONCERNING STUDENT ACADEMIC HONESTY AND THE CONSEQUENCES FOR DISHONESTY.

Description

The Students Rights and Responsibilities Handbook clearly delineates a student’s rights and the College procedures for addressing academic probation, progress probation, exclusion from classes, suspension and expulsion from the College. The Student Rights and Responsibilities handbook is available to all students online. Links to the handbook are in the College Catalog and schedule of classes, and the link is provided to all new students during the online orientation. Counselors and the Student Health Center usually have printed copies for students who come to them with issues covered in the handbook. Printed copies are given to students who are brought up on conduct charges, so that they are aware of their due-process rights.

Expectations regarding student academic honesty and the consequences of dishonesty are published in the print and online versions of the Students Rights and Responsibilities Handbook. This is one area where the instructional planning processes, Outcomes Assessment Review Committee annual reports and Faculty Senate governance led to the creation, for the first time, of a college Honor Code and a college wide effort to support academic honesty (detailed in 2A.1.c.). Definitions, procedures and forms are spelled out in the Students’ Rights and Responsibilities Handbook and are also available online. Discipline related to online or Distance Education was submitted by the Distance Education Committee and added to the handbook. The revised academic honesty policies are appearing in the handbook for the first time in the 2012-13 academic year and will require some efforts to publicize them for both students and faculty [2A.30].

The Distance Education Committee and the Information Technology Department developed Administrative Regulation 3700 on Distance Education that describes the single authentication process into Blackboard associated with a student’s registration status in the student information system. AR 3700 describes the student’s responsibilities regarding academic integrity and the various means by which faculty verify regular effective contact with students and promote student verification through the design of their courses.

C. INSTITUTIONS THAT REQUIRE CONFORMITY TO SPECIFIC CODES OF CONDUCT OF STAFF, FACULTY, ADMINISTRATORS, OR STUDENTS, OR THAT SEEK TO INSTILL SPECIFIC BELIEFS OR WORLDVIEWS, GIVE CLEAR PRIOR NOTICE OF SUCH POLICIES, INCLUDING STATEMENTS IN THE CATALOG AND/OR APPROPRIATE FACULTY OR STUDENT HANDBOOKS.

Description

Since Cabrillo is a public, open-access community college, there are no specific codes of conduct — for faculty, staff, students and administrators — that go beyond expected standards of behavior and comportment common to all places of learning. The Student Rights and Responsibilities handbook is available to all students online and does detail some expectations and standards of behavior.

Evaluation

The College meets the standard of policies that make clear the institution’s commitment to the free pursuit and dissemination of knowledge. Faculty survey results indicate that the vast majority (97.3 percent) of instructors feel that academic freedom is upheld by the college [2A.31].

8. INSTITUTIONS OFFERING CURRICULA IN FOREIGN LOCATIONS TO STUDENTS OTHER THAN U.S. NATIONALS OPERATE IN CONFORMITY WITH STANDARDS & APPLICABLE COMMISSION POLICIES.

This does not apply to Cabrillo College.

PLANNING AGENDA

<table>
<thead>
<tr>
<th>Lead Responsible</th>
<th>Completion</th>
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<tr>
<td>SLO Coordinator</td>
<td>June 2014</td>
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Strengthen existing SLO processes for quality assurance.
REFERENCES

[2A.1] Basic Skills and Learning Communities website
[2A.2] Planning and Research Office website
[2A.3] Cabrillo College Fact Book
[2A.4] Pathways to Prosperity report
[2A.5] Planning and Research Office studies and reports
[2A.6a] College Catalog
[2A.6b] Schedule of Classes
[2A.7] For example, discussion by CIP of the Radiologic Technology Program Plan
[2A.8a] STARS Title V Project
[2A.8b] Academy for College Excellence
[2A.9] Distance Education Committee Report to the Governing Board, Nov. 7, 2011
[2A.10] Fire Technology Program in the College Catalog
[2A.12] Faculty Senate Minutes from multiple meeting in Spring 2011 through Spring 2012
[2A.13] Evidence for this entire section can be found in Instructional Planning Documents on the Campus P-Drive and ARC Reports
[2A.14] Faculty Senate Minutes, March 27, 2012
[2A.15] PRO Faculty Survey Results
[2A.16] AR 3120 Curriculum Planning and Development
[2A.17a] ACE reports
[2A.18a] SLO website
[2A.20] Instructional Program Plan Schedule
[2A.22a] Curriculum Committee Minutes
[2A.22b] ARC reports on PRO website
[2A.23a] Cabrillo College Catalog
[2A.24a] SLO website
[2A.24b] College Catalog
[2A.24c] Instructional Program Plans
[2A.25a] SLO Website, see Assessment in various areas
[2A.25b] Instructional Program Planning, Office of Instruction
[2A.26a] Marketing Department Website
[2A.26b] Student Voice (newspaper) Website
[2A.27] College Catalog
[2A.29] CCFT Contract
[2A.31] PRO Survey of Faculty
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress learning and success. The institution systemically assesses student support services using student learning outcomes, faculty and staff input and other appropriate measures in order to improve the effectiveness of these services.

“The Cabrillo College Student Services component fosters a student-centered environment that facilitates student development and promotes educational success.” This is the Student Services mission statement, which works together with the institutional Mission Statement that the College is “a dynamic, diverse and responsive educational community dedicated to helping students achieve their academic, career and personal development goals” to form a philosophy and commitment that is woven throughout Student Services at the College. The College’s core competencies of communication, critical thinking and information competency, global awareness and personal responsibility and professional development also form a foundation for designing, providing and assessing the services we provide to students.

Students who attend Cabrillo are diverse in many ways: age, ethnicity, academic preparation for college, motivation, financial security and whether they come from a home with a college-going culture. Therefore, the student support services Cabrillo provides cannot be a “one size fits all.” Since the 2007 accreditation self-study, there have been cross-discipline and cross-functional dialogues about students who need “high touch” and high engagement services and those who do not. These conversations have been held in the Faculty Senate, the Student Services Council, as part of Flex activities, in the Basic Skills Advisory Committee and in other venues across campus [2B.1], [2B.2], [2B.3], [2B.4].

SLO assessment and feedback and recommendations from faculty, staff and students, both formally and informally, drive the improvement of student support services.
1. THE INSTITUTION ASSURES THE QUALITY OF STUDENT SUPPORT SERVICES AND DEMONSTRATES THAT THESE SERVICES, REGARDLESS OF LOCATION OR MEANS OF DELIVERY, SUPPORT STUDENT LEARNING AND ENHANCE ACHIEVEMENT OF THE MISSION OF THE INSTITUTION.

Cabrillo College's Student Services component includes the following programs and services:

Admission and Records, Financial Aid and Scholarships (Enrollment Services), Counseling, Transfer and Career Services, International Students, Puente, Educational Opportunities Program and Services (EOPS), Disabled Students Programs and Services (DSPS), Learning Skills, Fast Track to Work (CalWORKS/WIA), Outreach and Recruitment, Student Activities, Student Government, Student Employment, Student Health Services, Veterans Services, Foster Youth, Borrow a Book, Emergency Loans and Support Grants, Food Pantry and Cabrillo Advancement Program (CAP).

These programs and services will be described in the categories of Pre-enrollment Services, Direct Student Support Services, Services for Special Needs Students and Student/Community Sponsored programs. Most of these services are also provided on-site at the Watsonville Center, while Scotts Valley and Distance Education students are able to access information for them online and complete many transactions through the web portal.

In July 2011, after years of dialogue among departments, Matriculation, DSPS and Learning Skills were moved from Instruction to Student Services and incorporated with the Counseling Department to become the new Counseling & Educational Supportive Services (C&ESS) Division. Five services moved from Instruction to Student Services as part of C&ESS: Matriculation, Assessment, Outreach and Recruitment, Disabled Services and Programs and Learning Skills. This restructuring provided Counseling with a designated dean to provide advocacy and an organizational structure aligned with other division structures at the College. This redesign additionally provides a new umbrella for the smooth pathway for a student’s progress through services, from pre-enrollment to program completion. With the closer collaboration among services, the faculty and staff communicate more consistently and effectively and have identified issues that increase and support student learning and growth. This dialogue has identified areas of duplication resulting in streamlined services.

PRE-ENROLLMENT SERVICES

Many students begin their pathway to a college degree or certificate before they actually enroll in classes. Therefore, Cabrillo has designed several popular, successful, pre-enrollment services that assist and support a diverse population of students to become better prepared to enroll as a first time student.

Outreach and Recruitment

Cabrillo recruits and admits a diverse student body through a centralized Outreach and Recruitment Office that responds to external requests for information and tours and through direct outreach and communication provided by specific programs and services. Outreach staff assesses incoming students’ needs through one-on-one questions and directs them to specific programs and services. Some students begin through the general admissions processes and others engage in an effort to increase their persistence in college through programs such as EOPS, Fast Track to Work (CalWORKS), DSPS or Learning Communities. The Outreach Office website [2B.5] includes information for future students, parents and a Q and A section on Cabrillo facts. Staff modifies the site according to input and feedback received from users, and prospective students have responded favorably to the information provided.

Since first-generation college students and many basic skills students need a unique and more intensive form of outreach, the Outreach Office, along with key campus stakeholders, participated in a year-long design process, the High Engagement Design Team [2B.6]. The goal of this team was to begin a cycle of evaluation of services and processes and to identify enhanced processes that support students who need a “high engagement” approach through improved admissions and other pre-enrollment services. This broad-based discussion concluded that a “one size fits all” approach is not effective nor a good use of resources, and that by spending the time needed on basic information, assistance with processes and steps for enrollment, students who are not familiar with a college-going culture will have a greater chance to persist through the critical first semester. As a result of reorganization, the College's Outreach Office and EOPS outreach services have been combined to reduce duplication and streamline efforts, and ongoing evaluation through the improvement cycle will evaluate the effectiveness of this change. The program review calendar [2B.7] lists when other departments are scheduled for program review.
Programs and services that have traditionally worked in separate and de-centralized ways are seeing the benefits of working collaboratively with others programs and services on campus. Examples of these collaborations include the CTE Counselor Collaborative, the Enrollment Services pilot, IT and Counseling projects, the Basic Skills Advisory Committee/Guided Enrollment and Assessment and instruction and counseling faculty working on the planning and implementation of the Student Success Act of 2012.

**High School Articulation Council**

A key pre-enrollment effort to recruit and admit a diverse student body is through a monthly High School Articulation Council (HSAC) meeting with representatives from local high schools, the University of California at Santa Cruz (UCSC) and the California State University, Monterey Bay (CSUMB). This collaboration has extended the College’s outreach to the diverse high school population in Santa Cruz County through the 40-50 high school counselors in attendance. Topics have included information and updates from various instructional programs, such as the Honors Transfer Program, Learning Communities and Career Technical Education (CTE) programs. HSAC members also review College processes concerning high school students, such as concurrent enrollment, and suggest improvements as appropriate for greater student success [2B.8].

**Counselor Breakfast and Collaborative**

Cabrillo hosts a High School Counselor Breakfast each spring semester to provide an opportunity to network with local area high school counselors, solicit feedback and suggestions for improving processes and to provide updated information on Cabrillo services.

In April 2012, the first Cabrillo Counselor Collaborative was held, with local area high school counselors, UC Santa Cruz’s Transfer Partnership Program and Cabrillo counselors present. The collaborative was jointly organized by the Counseling Department and Cabrillo’s Career Education and Economic Development Division, which oversees CTE programs. Participants engaged in dialogue about the various resources and programs available at each system level to better prepare incoming freshmen. It also focused on how Cabrillo counselors could better anticipate and serve these students when they arrive. Results of the dialogue were posted online, with links to the services discussed in the meeting. An online evaluation of the collaborative was conducted, and the results were positive, with specific suggestions that will be incorporated in the next year’s Collaborative [2B.9].

**Principals/Superintendents Meetings**

Principals and superintendents of K-12 districts in Santa Cruz County meet with the Cabrillo president and the deans to discuss common challenges and joint efforts to address these challenges. Topics have included CalPASS’ support for data collection and support for math and English collaborations between the high school and Cabrillo faculty on cross-segmental curricular efforts. Out of this has arisen the Santa Cruz County College Commitment, noted below.

**Santa Cruz County College Commitment (S4C)**

Cabrillo and the 12 school districts within Santa Cruz County have formed a partnership that promotes student success through academic collaboration and outreach beginning with fourth graders. Student Services is integral in this effort to bring these young students to campus for a visit that will engage them in hands-on, experiential activities and inspire them to see college as a possibility [2B.10].

**Pre-enrollment Matriculation Services**

Outreach and recruitment lead to other pre-enrollment services. Students are required to follow a particular order in their matriculation process—application, orientation to college and assessment for course placement leading to education planning (course registration). These are the three core services that have become part of the Student Success Act of 2012. The C&ESS dean is a member of the Matriculation Strategic Planning and Advisory Committee and the Counseling Advisory through the Chancellor’s Office, where these three priorities were identified.

**Orientation for New Students**

Cabrillo’s online orientation [2B.11] was a multi-year project designed by counselors, students, the marketing coordinator and the matriculation coordinator so that all students would receive the same information and to respond to the matriculation regulations that encourage as many components as possible to “utilize computerized information services to implement or support orientation activities.” (Title 5 55510 (a)) (4. This is the initial orientation to the College, and there is a bilingual introduction in Spanish and English for parents and students. Specific college
programs add supplemental information in separate orientations, and counselors provide group sessions on the registration process in order to facilitate online registration.

In fall 2012, Cabrillo designed an on-site orientation for new students and their parents, funded by the Cabrillo College Foundation. The objectives were to: 1) provide a welcoming environment for first-time students, 2) identify and hear about critical student success services through group visits, and 3) provide information to students about critical admissions and records deadlines, registration, educational planning, financial aid and student activities. More than 300 students and some parents attended. The event was well received [2B.12]. The Foundation has provided funding for a second year, and improvements will be made based upon the staff and student evaluations.

Assessment Services

Cabrillo’s Assessment Center provides math, English reading and ESL assessments. The tests are from the Chancellors’ approved list: Math Diagnostic Testing Project (MDTP) for math, College Testing for English Placement (CTEP) for English and reading, and eCompass for ESL. The College also accepts California State University (CSU) Early Assessment Program (EAP) for both English and math scores at the “Ready for CSU or participating CCC college-level English/math courses.” The Math Department is doing a long-range study of the success of students who have placed through the CSU test, as compared to those who have placed through Cabrillo’s assessment instrument.

The Assessment Center is committed to removing as many barriers as possible by accepting scores from other community colleges and out-of-state universities. Its website [2B.13] clarifies which alternative assessment options are accepted, and students are presented with this information orally before the assessment, in writing on a poster in the hall while they wait and through a Q and A session during assessment. All students taking the College placement test also take a 10 -15-minute computerized assessment consisting of four questions focused on how to use the Matriculation Challenge Process for course placement through means other than test scores. Results are fed back to the Assessment staff for revision of message and improved wording. This improvement cycle [2B.14] has been completed twice, and the new link to this survey is on the IT “to-do list” for spring 2013.

As a way to support students in their initial course selection, the Assessment staff direct students who place at the basic skills level to meet with faculty and staff who hold information sessions on learning communities, which support student success with additional integrated services. A subcommittee of the Basic Skills and Learning Communities Advisory Committee evaluates this Guided Enrollment process for improvements.

Running Start

The Running Start program provides local graduating high school seniors with priority registration and assistance with the enrollment process. Each year approximately 800-1,000 students participate. The Running Start Committee annually assesses the event [2B.15] to refine the process based on staff, student and high school counselor feedback [2B.16]. In 2011, 801 students registered for 3,513 courses, and in 2012, 835 students registered for 3,481 courses. For fall 2013, 24 sections of an Orientation to College class have been added for the 2013 cohort of Running Start students. The curriculum has been reviewed and enhanced by the counselors with the goals of the Student Success Act more prominently featured in the offerings.

Cabrillo Advancement Program (CAP)

CAP serves 325 students per year from six local middle schools and five local high schools. These students, primarily Latinos, are mentored to pursue higher education after high school graduation, and if they attend Cabrillo they receive a $1,000 scholarship provided by the Cabrillo College Foundation, with another grant for their second year. The counselor/coordinator provides college-preparation services such as tutorials, counseling, parent education, field trips to colleges, Saturday Academies and Summer Institutes with a focus on academic workshops in the areas of math, language arts and leadership.

Summer Migrant Education Program

The EOPS Summer Migrant Program works closely with the Migrant Child Education Office in the Pajaro Valley Unified School District. The six-week summer program recruits and enrolls high school graduating seniors and high school juniors who qualify for Migrant Education services. Students enroll in English, reading and counseling courses, receiving both high school and college credit upon completion. All expenses are paid by the program,
and students are eligible for EOPS once they enroll at Cabrillo. Additional services such as counseling, transportation, meals, tutoring, assistance with registration and financial aid applications is provided throughout the summer.

**Career Survey Website Pilot Project**

In a partnership between the C&ESS Division, the Matriculation Office and Cabrillo’s CTE component, a study of four online career assessments was undertaken. The impetus was Matriculation’s desire to increase student success by providing an initial online assessment that students could complete prior to enrollment. This would assist them with early identification of a major and a career focus, which would better prepare students for education planning in their first year. In April 2012, the CTE office funded a pilot of four online career exploration websites. Participants included counselors from Cabrillo, local high schools and a student representative, who utilized each website and completed a questionnaire to rate and rank the four. They then met and discussed the pros and cons of each site, producing a report of the results [28,17]. Counselors used the results to guide students more effectively with career options and will be piloting two of the career exploration sites with students in the Transfer and Career Center and in Career Planning courses. Results of course evaluations conducted each semester, as well as a survey for those using the websites in the Transfer and Career Center, will inform future direction of the use of these sites. This anticipates and supports the spirit of the Student Success Act of 2012 (SB 1456), enabling students to complete a more focused education plan early in their college careers with early identification of a major.

**DIRECT STUDENT SUPPORT SERVICES**

**Matriculation**

Because Matriculation was established at Cabrillo in the 1980s, the College has been unique in its awareness and institutional embrace of Matriculation’s standards and components (accessible admissions, orientation, assessment, educational planning and counseling, follow-up, research, staff development and prerequisites.) The Matriculation Advisory Committee has included representation from instructional deans, instructional faculty, Student Services faculty and staff, as well as students.

In 2011, the Office of Matriculation was moved to Student Services, along with Assessment Services. This brought more cohesion to the three core matriculation services—orientation, assessment and counseling/education planning, which the Student Success Act of 2012 makes requirements instead of recommendations. The move has already improved dialogue and processes among the related departments. One example of an improvement resulting from Counseling’s SLO assessment is BYMA (Before You Make an Appointment). This addressed the problem of students making appointments with counselors for inappropriate reasons, such as needing to change a password on the student network, which was an inefficient use of staff resources and did not contribute to student success as it should have. The goal identified was to provide high-value services to students according to their need for low or high engagement at the initial stage or visit with Counseling. This need will vary and, to provide the best support for student success, staff explored ways to identify students with high need for in-person and high engagement and those who did not need that and are comfortable with more technology, self-direction and less personal interaction at certain stages. Resources were identified to support the identified goal: training for staff on better triaging, the cost of staff time and printing of signage. Implementation took place as staff changed telephone interactions and web information, and new signage was designed, printed and posted in Counseling and Transfer Center areas. Re-evaluation occurred through dialogue for improvement at Counseling Department meetings, and other issues were identified. Based upon feedback, signage was re-designed for greater improvement.

The dialogue across campus around the need to redesign services has been energizing. The Faculty Senate has launched a Student Success Task Force with counseling faculty and instructional faculty who are known for their work on student success issues. Counseling faculty made multiple presentations at the Faculty Senate and will be providing Flex workshops for instructional faculty on their role in student success. When the new regulations of the Student Success Act are clear, College policy and administrative regulations will be modified to address them.

**Enrollment Services**

In July 2011, Cabrillo initiated a pilot program to create a Department of Enrollment Services, which is comprised of the Financial Aid and Scholarship Office (FASO) and Admissions and Records (A&R). The former director positions of FASO and A&R are now one, director of enrollment services, and some staff positions...
have also been reduced. The goal of this restructuring has been to cross-train staff to better serve students. Since many services in one area are impacted by those of the other, quality and consistency in service for students at both the Aptos campus and the Watsonville Center will be improved by this collaborative effort, and proper implementation of policies and procedures for state and federal regulations will be more consistent. Both the Aptos campus and the Watsonville Center provide computers for students to fill out the necessary online forms, either with the assistance of staff members or on their own. Ongoing evaluation will include feedback to the CPC regarding the restructuring and reduction of staff positions.

**Financial Aid & Scholarship Office**

Cabrillo's *Fact Book* [28.18] shows that the Financial Aid and Scholarship Office (FASO) has seen an increase in the number of Free Application for Student Financial Aid (FAFSA) applications and in the number of students receiving only the Board of Governors (BOG) grants. Since FASO is committed to providing financial aid assistance to all eligible students while exploring ways to increase efficiencies and make the process for students more understandable, the increase in demand has resulted in processes being evaluated, redesigned and re-implemented. In turn this has led to ongoing improvements, with the goal being a shorter time from application to receipt of aid.

An influx of applications is anticipated from the Santa Cruz County College Commitment's (S4C) goal to have every high school student in Santa Cruz County complete the FAFSA. Outreach efforts are in place to ensure that students use the financial aid programs and services available at Cabrillo, and in 2012-13, FASO and the UC Santa Cruz Financial Aid Office will be collaborating on joint presentations across the county as a way to maximize resources and increase student success.

Through document imaging and improved communications, management has streamlined financial aid processing in order for students to receive their aid sooner. Students are able to take care of many of the requirements for documentation and other inquiries on their own by submitting information online, and a highly efficient email communications system has been established to inform students in a timely manner about the status of their application and award.

FASO has revised the academic progress policies to reflect the recent revision of federal regulations, which provide an option for colleges to determine how often academic progress for financial aid recipients are reviewed. The College decided that student success would be more effectively supported if academic progress were reviewed each term. A new BP/AR will be completed SP 2013.

**Counseling Services**

The services provided by the professional staff of the Counseling Department encourage the student's academic, personal, social and career development. Academic counseling provides students with information about the requirements for the certificates, associate degrees and occupational programs offered at Cabrillo, and information about programs and admissions requirements at four-year colleges. Students are encouraged to develop educational plans to help them achieve their goals and to update those plans with counselors on a regular basis. Counselors continue to update their skills and knowledge by attending conferences and webinars and reporting back to the department all changes and updates regarding the transfer process. This assures quality services for students needing this detailed and quickly changing information.

**Transfer & Career Services**

The Transfer and Career Center provides workshops on CSU and UC application processes, Transfer Admission Guarantees and UC/private university application essay writing. Counselors and instructional assistants in the Center help students complete their university transfer applications. 1,096 students transferred in 2010-2011, the highest number so far. The college's *Fact Book* [28.19] provides additional data on transfer numbers, and the Transfer Advisory Committee [28.20] meets each semester to analyze data and improve services [28.21].

**The International Student Program**

The International Student Program recruits, admits and serves students from around the world, adding to the diversity of the Cabrillo student body. This program includes students from all continents and includes individual counseling as well as curriculum to support acculturation and integration into the Cabrillo community. Services include assistance with housing, immigration advising, academic and personal counseling, as well as pre and post arrival orientation
activities. In fall 2012, 60 students were enrolled at Cabrillo with F-1 status, a number that is similar to that of the last 5 years (see international student tables in the Fact Book).

Cabrillo has focused on new marketing and advertising programs to increase the population of international students, as the benefit of more students from around the world is integral to the College's diversity. Articulation with local intensive English programs (IEPs) has been established to allow students to waive the TOEFL requirement (Test of English as a Foreign Language) and take the English or ESL placement test at Cabrillo. This articulation has led to sponsored travel and marketing through ESL Language Centers in Asia in fall of 2010 and fall of 2011. The international student counselor routinely presents Cabrillo Programs to international students at local IEPs to encourage transfer, which has resulted in a significant increase of students coming to Cabrillo from these schools. The international student counselor also attends conferences and meetings of professional organizations such as NAFSA-Association of International Educators [2B.22] and Bay Area Professional International Educators Roundtable (BA PIER) [2B.23] to maintain the College's ability and eligibility to enroll international students [2B.24].

Puente

The Puente Project has been a successful transfer program at Cabrillo for the past 23 years. With an enrollment of 29 per year, the program is open to all students who are eligible for English 100 during fall term. They then continue to English 1A the following spring, working with the same counselor and English teacher. Puente primarily serves educationally underserved students. Students also have a mentor assigned from the community or college to provide additional support and a career focus.

EOPS / CARE

EOPS provides services to students from educationally disadvantaged and low-income backgrounds. Eligibility criteria can include not being a high school graduate, having a high school GPA below 2.5, previously being enrolled in remedial courses and assessing into basic skills English or math. Students must also be eligible for a BOG waiver and financial aid. EOPS / CARE [2B.25] assures that students receive adequate support to stay in school and complete their educational goals through various services, including an initial assessment of the student's educational needs and goals and developing an educational plan. Students submit a progress report from each of their classes, allowing for close monitoring of the students' progress in class, and receive close followup during two additional counselor contacts throughout the semester. At the end of the semester, eligible students are awarded an educational grant. CARE provides additional services to EOPS students who are single head of households, receive CalWORKs cash aid benefits and have at least one child under the age of 14.

Fast Track to Work (FTTW) CalWORKS/WIA

FTTW collaborates with the Santa Cruz Workforce Investment Board (WIB) and Santa Cruz County Human Services Department/CalWORKs (CW) to secure educational benefit funds for students who are pursuing Career Technical Education (CTE) college programs that are in demand in the labor market. The program provides intensive support services for unemployed students enrolled in the Workforce Investment Act (WIA) and for students who are receiving cash aid (aid for dependent children) and enrolled in the CalWORKS (CW) program.

In 2011-12 FTTW worked with the county and the WIB to reduce redundancy and streamline required state and county forms. This has resulted in reducing students’ enrollment/eligibility enrollment time from three months to one month, supporting their educational success. FTTW continues to partner with county and state institutions to create referral systems that better align community resources, businesses, institutions and services with the College. A website [2B.26] has been developed that answers common questions for both students and the community.

FTTW continues to house different pilot programs that support student success, such as the Green Project, which developed into the Advanced Green Project under the Construction and Energy Management Program, the Medical Assisting cohort program and the CTE / Teacher Preparation Pipeline. Changes to the CalWorks program now give students up to three years to complete a certificate rather than one, providing the time necessary for academic success.

Student Employment

The Student Employment Center provides a variety of services [2B.27] to promote employment opportunities for students and alumni, as well as serve the College community with student workers. A student job board is accessible at the Center or online. It contains listings for jobs on campus and in the community, as well as
Open Access job boards from all over the Monterey Bay area and the state. There are also volunteer opportunities and unpaid internships, as well as seminars on resume writing and interviewing skills.

Both student employees and employers are surveyed to rate students' employee competence in key employment areas. These ratings are provided in a side-by-side comparison in the program review (p. 19) for use in program improvement.

### Student Health Services

**Cabrillo Student Health Services** offers direct medical services for acute illnesses and injuries, laboratory tests and communicable-disease screening, immunizations and physical examinations for work/school requirements, health counseling and education, personal counseling and referrals to appropriate community medical and mental health resources. It is staffed by nurses and nurse practitioners, licensed therapists and licensed clinical interns.

### Veterans Services

In fall 2011, Cabrillo opened the **Veterans’ Information Center (VIC)**. A peer-advising class was developed and offered with an emphasis on veterans. The counselor serving the veterans is also a veteran. The Veterans’ Student Organization conducts brown-bag lunches for veterans and friends, and the College provides crisis intervention and personal counseling for veterans. In fall 2012, 146 veterans and 31 dependents were served; 30 new students expressed interest for spring 2013, a 20 percent increase in students served.

### Foster Youth (FY)

During spring 2012, Cabrillo began developing a Foster Youth Support Program designed to provide academic, financial and emotional support for students who are former foster youth. A counselor and a financial aid advisor are specifically designated to support foster youth, and at the core of the service is the philosophy of students helping students. A group of former foster youth is trained to help other foster youth navigate the College processes with an emphasis on financial and academic issues. Student mentors help one another complete financial aid applications, find housing, engage tutors and access the extended services through county offices now available to foster youth. The mentors are also doing outreach to current foster youth to help them enroll in college. This outreach is in conjunction with the County Family and Children Services, Court Appointed Special Advocates (CASA) of Santa Cruz, Independent Living Programs (ILP) and the Dependency Court of Santa Cruz.

### SERVICES FOR SPECIAL NEEDS STUDENTS

#### Disabled Students Programs & Services (DSPS)

Disabled Students Programs and Services provide a range of services for students with disabilities. Their eligibility for services is verified through medical and/or psychological documentation, or learning-disability assessments. Academic accommodations, which ensure equal access, are based on individual educational limitations and include test accommodations (extended time, distraction-reduced setting), note takers, permission for tape recorders and assistive technology such as Kurzweil screen readers and tutorials. An alternate media specialist converts text into Braille and for use with Kurzweil in addition to providing other alternate applications. Physical accommodations provided include on-campus transportation, Braille readers, specialized furniture and equipment, closed captioning and sign-language interpreters. Students who cannot function independently must obtain aide services from outside the College. Aides must meet with a DSPS counselor and sign a contract outlining responsibilities of both aide and student. College Connection helps students with psychological disabilities who are also clients of Santa Cruz County Mental Health Services achieve their educational goals by providing encouragement, stability, coaching, network-building and self-management skills. Cabrillo provides in-kind support in terms of office space and minimal staff support; the College Connection provides the services.

#### The Learning Skills Program (LSP)

The LSP serves students with Learning Disabilities (LD). All faculty may refer students, and students may self-refer. LSP additionally provides assessments for students in specific programs such as EOPS, Fast Track to Work (FTTW), ACE and other learning communities. LSP reaches out to programs that may not be aware that their students could be eligible for services that would improve their success. The outreach is done through brochures, all-faculty emails and classroom presentations.

LD specialists are a resource for instructors who teach students with LD, advising instructors on implementing classroom and test
accommodations in reasonable ways while preserving regular curriculum. The specialists also negotiate between students and instructors to preserve the rights of both parties and maintain equal access for students.

The LSP has worked to maintain its Learning Lab, where students with disabilities may receive more extended individual help than in larger labs open to all students. In response to financial challenges, the LSP has written grants to help keep the Learning Lab open and thereby increase student success. The Learning Lab is currently funded through Basic Skills. A recent study done by the Planning and Research Office (PRO) [2B.32] found that while test accommodations alone help students in basic math classes, students in algebra and statistics need more than accommodations in order to succeed. The LSP Program Review [2B.33] found the lab to be key to student success in higher math classes.

An orientation video providing information on LSP is available online to faculty and students, and a handbook describing LD assessment and services is also available online. The video’s effectiveness is evaluated through informal reporting by faculty and by tracking frequency of use by LD specialists, who show it when invited to visit classes. The effectiveness of the handbook is measured by students’ successful completion of the LS 254 homework assignment, for which the handbook is required. Learning Skills Program Plan 2010

STUDENT/COMMUNITY SPONSORED PROGRAMS

Student-Sponsored Programs

It has been the goal of the ASCC Student Senate to provide textbook support [2B.34] to make this resource more affordable to students and promote student success. Four programs exist for this purpose: the Borrow a Book [2B.35] program, which loans books to students for one semester; the Textbook Reserve program, which provides a copy of each textbook costing over $50 to the Cabrillo College Library reserves and the Watsonville Integrated Learning Center; a Textbook Rental program and a Textbook Exchange Board [2B.36].

The Cabrillo College Bike Co-op operates as a student club, promoting student engagement and thereby greater success. It is intended to promote sustainable transportation for all the Cabrillo community. The Bike Co-op is operated mainly by volunteers, with only one student employee and one club advisor. The Bike Co-op provides the following services: bike rental, bike repair (co-op staff will train owners to do repairs), bike lockers (managed through the Student Affairs desk), bike racks and full bike lockers (provided by a local grant) and bike mechanics available for training.

The Cabrillo Food Pantry is a new student support service sponsored by the ASCC Student Senate, the office of the vice president of student services, the office of the dean of student services and the Student Affairs Office.

Latino Graduation / Recognition Ceremony

The Organization of Latin Americans Student Club (OLA) sponsors the Annual Latino Graduation Recognition Ceremony. This is a bilingual and culturally relevant event where all students of Latin heritage who will be graduating at the end of the year are invited to celebrate with their families and friends. Keynote speakers, live music and food for all are provided. Celebrating the achievements of Latino students and engaging their families promotes greater student success.

Associated Students of Cabrillo College (ASCC) Student Senate College Wide Support Grants provide funding to enhance instruction in the classroom and labs and in all student support services through improved equipment, software and any materials that will serve students for multiple years. Faculty and staff are invited to apply for these grants to purchase equipment that will enhance instruction and support services for students for many years to come, providing long-term benefits to students.

The Cabrillo College Foundation also provides direct support for student success through various grant programs, such as the Crocker Endowment Grants for equipment or program support that will benefit students. The Emergency Loan Program provides short-term loans for one semester and emergency grants for true emergencies. Engineering and Applied Science Endowment Grants give awards to applicants from the departments of Computer Information Systems, Computer Science, Engineering, Engineering Technology, Physics and MESA.
Quality Assurance of Student Service Programs and Recommendation from Accreditation Team Regarding Assessment of Student Services Programs

Student Services assures the quality of its services through SLO assessment and program planning, which also assure the quality of services for students enrolled in Distance Education programs.

At the last Accreditation visit of 2007, the Accreditation Team made the recommendation that Student Services develop and implement student learning outcomes and measurements for all its departments, collect and analyze the data and link the results to planning and program improvement. At that time, only some departments had written SLOs and were embarked on the process of measuring them. Student Services provided preliminary training in writing and assessing SLOs in 2008, with every department articulating four SLOs, which were tied to each of the college four core competencies. However, as departments began to measure SLOs, they found that the assessment did not provide data that revealed student learning needs and therefore could be helpful in informing program improvement. In 2010 the College received a Bridging Research Information and Culture grant from the Hewlett Foundation, administered by the Research and Planning Group of California. Over the 2010/2011 academic year, much of the grant was used to rewrite more useful and appropriate SLOs and to make plans to assess them.

Student Service departments then embarked on intensive assessment of those SLOs and the writing of program plans. Every department has completed assessing its SLOs and all programs have completed a recent program plan.

The dialogue that resulted from SLO assessment and program planning has resulted in the creation of a new template from Student Services program plans that has since gone on to serve as a model for non-Instructional program planning across the campus.

The Outcomes Assessment Review Committee (ARC) commended Student Services for its comprehensive work on SLOs, AUOs and overall assessment of its programs and services in its 2012 annual report.

The program plans are reviewed by the Student Services Council (SSC) for feedback and suggested revisions, consistent with the SSC Mission Statement [2B.37], part of which is “identifying best practices that promote student success and learning outcomes.”

The Program Plan cycle is completed every six years, with annual updates submitted to the vice president of student services (VPSS) and to SSC. The Office of the VPSS submits a separate Program Plan with its own AUOs, incorporating the highest-ranking recommendations from each program’s plan into an integrated set of prioritized recommendations. All plan recommendations that are related to budget are presented by the VPSS to the CPC [2B.38]. Other administrative areas (i.e., C&ESS) have written and evaluated AUOs.

A possible expanded review process is under discussion in SSC to include broader input into program/services improvement.

Those programs/services that also offer courses additionally go through the Instructional review and assessment process. Student Services program plans and SLO data are linked on the VPSS website [2B.39] along with the six-year program plan schedule.

The VPSS and some of the Student Service Managers also provide periodic written updates [2B.40] to the Governing Board, especially if there have been statewide or institutional changes. Counseling, Matriculation, the Transfer Center, Fast Track to Work and the EOP&S Summer Migrant Program have all presented reports to the Board.

Evaluation

The College has met the standard and the recommendation from the previous accreditation site visit through its collection of qualitative and quantitative data that evaluates programs and services despite their location and means of delivery and identifies program and service improvement and resource allocation based upon these assessments.

All Student Services programs have completed program plans incorporating data from Student Learning Outcomes assessment and including the assessment results in recommendations for program improvement and resource allocation, and have established a six-year program planning cycle with annual updates. The College utilizes the Campus Climate Student Survey, administered every two years, to measure student satisfaction with all services across campus, and each department reviews the results to analyze trends and areas for program improvement. In addition, each department uses specific program data to comply with and respond to changing state regulations and student needs.
2. THE INSTITUTION PROVIDES A CATALOG FOR ITS CONSTITUENCIES WITH PRECISE, ACCURATE AND CURRENT INFORMATION CONCERNING THE FOLLOWING:

A. GENERAL INFORMATION

The Cabrillo Catalog contains the official name, address(es) telephone numbers and website of the college; it includes the Mission Statement, a description of the College’s “Core Four” competencies, description of courses, program and degree offerings, the academic calendar and program length, an academic freedom statement and information on availability of student financial aid. It also includes information about learning resources, admissions and residency policies, registration procedures, policies that impact students (such as those governing excessive absences), the names and degrees of administrators and faculty and the names of the Governing Board members. Components, divisions and departments annually review their respective areas of the Catalog. The Counseling and Articulation departments along with the Office of Instruction review the Catalog annually, focusing closely on Title 5 regulations and changes from the Chancellor’s Office, the local Curriculum Committee and Student Services changes that directly affect students. The Catalog is available for purchase at the College bookstore and online in PDF or a mobile device-friendly format. Braille versions of the Catalog are available upon request. Previous Catalogs are available online for the 2004-05 academic year to the current year. To assist the visually impaired, the Catalog has been converted to an html format, which allows easy conversion to Braille and other supportive software.

Many people who oversee specific sections review the Catalog for accuracy and currency, and deans provide a larger cross-component review. Suggestions and issues raised informally by students are also forwarded to those whose areas are referenced.

B. REQUIREMENTS

College requirements regarding admission, student fees and other financial obligations, degrees, certificates, graduation and transfer, are presented in the Catalog, which is available in hard copy and online [2B.41]. Admission requirements and fees are the same for Distance Education courses as for traditional courses, and attendance is monitored through student participation online and interaction with the instructor. Online tutoring in math and English is available as well for Distance Education students. Changes to academic programs are brought through the College Curriculum Committee for approval and tracked through to publication of the Catalog. Through annual reviews, the Catalog is kept current and presented in a manner that is easy to understand and well structured. Student feedback through counseling appointments and online advising, which also serves Distance Education students, is used in assessing the clarity and ease of understanding of the Catalog. This input is considered when making changes to how information is presented in the Catalog. Student input consistently supports the need to make degree requirements clear.

C. MAJOR POLICIES AFFECTING STUDENTS

Policies regarding academic regulations, academic honesty, non-discrimination, acceptance of transfer credits, sexual harassment, grievance and complaint procedures, matriculation services and processes, and fees are presented in the Catalog. The same major policies apply to Distance Education students as well as those enrolled in traditional programs. Gainful employment references for applicable certificates will be noted in the 2012-13 Catalog in accordance with recent federal regulations.

D. LOCATIONS OR PUBLICATIONS WHERE OTHER POLICIES MAY BE FOUND

The Students Rights and Responsibilities handbook [2B.42] is available online, in the Student Affairs Office and in all administrative offices. The Schedule of Classes [2B.43] is published online for every term and in print for fall and spring semesters. Catalog excerpts [2B.44] for all departments are available online. Incoming students participate in an online orientation [2B.45] as part of the assessment and matriculation process and some initial “need to know” policies are referenced there, also. Any student complaints or grievances are recorded by the institution regardless of whether students are taking Distance Education or traditional classes, and there is not a statistically significant difference in the number of complaints between the two groups of students. In 2010 Cabrillo’s website was standardized across campus for greater accessibility to students and their content is updated regularly.

Evaluation

The College has met the standard through its inclusion of all required components of the standard, and areas noted for review and improvement in the 2007 report have been addressed. In addition, the College has made the Catalog available through use
of mobile-friendly devices and in formats accessible to students with disabilities.

3. THE INSTITUTION RESEARCHES AND IDENTIFIES THE LEARNING SUPPORT NEEDS OF ITS STUDENT POPULATION AND PROVIDES APPROPRIATE SERVICES AND PROGRAMS TO ADDRESS THOSE NEEDS.

One way in which Cabrillo determines the support needs of its students is through a series of survey questions at the end of the application, soliciting information about their experience while completing the application. Since the application is online, Distance Education students are also included in this survey. The results are utilized to continually improve the College’s processes. A Spanish language version of the College application is also available in paper format, to better serve students at the Watsonville Center [2B.46]. Another way of determining support needs is through demand for services.

A. THE INSTITUTION ASSURES EQUITABLE ACCESS TO ALL OF ITS STUDENTS BY PROVIDING APPROPRIATE, COMPREHENSIVE AND RELIABLE SERVICES TO STUDENTS REGARDLESS OF SERVICE LOCATION OR DELIVERY METHOD.

Equitable Access

Students apply for admission to the College using the online application available on the Cabrillo website. Cabrillo utilizes the California Community College Apply (CCCApply) application. The structure and format of the application are closely monitored and revised to minimize bias and also ensure the proper data is collected in order to meet state reporting requirements. Consistent with Cabrillo’s status as a Hispanic Serving Institution, enrollment services are available in Spanish and English at both the Aptos campus and the Watsonville Center [2B.47].

With the move to online registration, students who are not as technologically savvy require time and assistance to navigate the electronic processes. Student Services staff continually improve their inquiry and customer-service skills in order to ascertain a student’s level of understanding as they provide assistance, either in person at a computer or by telephone while a student accesses the computer remotely. Students are now able to ask for help both online and on the phone while using Web Advisor. The same holds true for Financial Aid, which has become a “paperless” office with a 100 percent commitment to online access and services, supported by “live” assistance as needed. This assistance may be in person in Aptos and at the Watsonville Center, or by phone to serve all students, including those enrolled through Distance Education.

Counseling services are accessible to students through the Aptos campus and Watsonville Center, where students can make both in-person and telephone appointments. At either campus, students can choose a counselor who is bilingual in Spanish and English. Students will soon be able to access the appointment-scheduling system online (eSARS.) The implementation of eSARS is dependent upon IT’s movement through its priority list. Online advising [2B.48] is also available by appointment and the Frequently Asked Questions [2B.49] page is being revised to incorporate a more guided and interactive format. Facebook and Twitter have been added as ways that students can access information and timely updates.

Students are screened by trained staff in the Counseling and Transfer and Career Centers to provide them with the most appropriate services depending upon their needs. This has resulted in more front-end time for the staff, but it has resulted in more efficient referrals to counselors and educational planning services that provide complementary services. As a result of the counselor-designed BYMA (Before You Make an Appointment) [2B.50] screening, students are coming to counseling appointments better informed, better prepared and with more focused questions. The BYMA steps and information are posted on the Counseling website and on large posters at the entrance to the Counseling area, as well as communicated to students by staff in person and over the phone [Counseling minutes 9-13-12].

Counseling has adapted and advanced its services and programs to utilize new technologies and to ensure that all students have equal access to these services, regardless of location or means of delivery. The department is in the process of implementing eAdvising, a web-based education planning tool in WebAdvisor, for staff who, are providing education planning. This planning tool interfaces with course planning done by students in WebAdvisor. Students will be able to plan their initial program and then work with a counselor for fine-tuning and informed course selection. Currently, education plans are developed either on paper or through electronic versions placed on a shared drive. eAdvising requires integration with Degree Audit in WebAdvisor and a close
working partnership among Counseling, the Articulation Office and IT. A team of counselors and IT staff gave a spring 2013 Flex presentation on the status of eAdvising.

Counseling and the Transfer/Career Center have used the Articulation Office's web-based articulation page, developed to provide information and policies to students, as well as Cabrillo and high school counselors. The page contains links to access degree-petition worksheets, articulation agreements with private and out-of-state colleges, high school articulation, online college catalogs (College Source Online), UC and CSU articulation, college degree and certificate requirements and many other areas of educational preparation. This page also serves Distance Education students well.

Counseling acknowledges that all students do not prefer high tech/low touch services at all stages in the college experience. By making technology available for those who prefer it, the College increases access for those who prefer information and services in that format and frees up time and resources for students who prefer more personal interaction. The goal is for students to be able to access information by the means most useful for the individual student in a given situation.

All Student Services have informative websites for student access that describe services, hours and staff. Many have Q&A sections. An example is the Student Affairs site that allows graduating students to confirm participation in the graduation ceremonies.

In spring 2011, the ASCC Student Senate elections were held online for the first time. This provided easy access to students to participate in student government. A total of 1,057 valid votes were counted, more than double the previous year's count of 517 [2B.51].

**B. THE INSTITUTION PROVIDES AN ENVIRONMENT THAT ENCOURAGES PERSONAL AND CIVIC RESPONSIBILITY, AS WELL AS INTELLECTUAL, AESTHETIC AND PERSONAL DEVELOPMENT FOR ALL OF ITS STUDENTS.**

Part of being an educated person includes having an increased awareness and appreciation for the larger world. This can be both as an observer and as a participant. College should instill a larger sense of self in its students. Considerable research supports the premise that students who are involved in extracurricular activities and participate in more than classes have higher retention and persistence rates. The following list includes some of those opportunities for students at the College, including services that integrate elements that encourage and support growth on both personal and civic levels. For Distance Education students, a good learning environment is defined by the quality of the course website, the ease of navigation and clarity of the layout and the quality of instructional materials and personal interactions with fellow students and the instructor. All these foster the engagement necessary for success. Dialogue concerning these matters is conducted in Distance Education Committee meetings and department meetings where Distance Education courses are offered.

**Student Government**

The Associated Students of Cabrillo College (ASCC) Student Senate [2B.52] provides leadership and community-service opportunities and sponsors a large variety of activities on campus to enhance college life and promote an enjoyable college experience. As stated in the ASCC Constitution, the purpose of the ASCC Student Senate is to “… help develop community consciousness; represent student interests at all levels of federal, state and college governments; encourage and develop activities and services.”

The Student Senate serves as an essential conduit for communication between students and the College, as well as between students and various state and regional agencies. Over the years the ASCC Student Senate has been active in promoting the interest of community college students among legislators in Sacramento, as exemplified by its sponsorship of the attendance to the Community College League of California (CCLC) Annual Legislative Conference in Sacramento, California. This includes attending workshops and meeting with state legislators in their offices in Sacramento. The Senate also sponsors the annual March in March for students to show their support of community college needs.

The ASCC Student Senate is composed of six executive board members and 16 at-large senators. The ASCC Senate manages an annual operating budget of approximately $240,000, a Student Representation budget of approximately $30,000 and a Student Center Fee budget of approximately $110,000. Programs and activities funded by the ASCC Student Senate budgets address a wide range of interests.

**Student leadership** is further enhanced through the Inter-Club Council [2B.53] with a representative from each club. During the fall semester of 2012 approximately 27 clubs were chartered.
Students from EOPS, FTTW and Disabled Students Programs and Services foster a learning environment that promotes personal and civic responsibility. Staff encourages student involvement in campus clubs and affairs and awareness of the College's position in the larger environment. DSPS faculty and staff keep students apprised of the current budget situation, encouraging involvement in advocating for their own education. In March of 2010 and 2011, students from these three programs were among those who participated in the March in March in Sacramento, meeting with legislators to advocate for the funding of secondary education for community college students.

The Counseling Department provides courses and workshops in college success, career planning, study skills, essay writing, general transfer requirements and other topics as needed. Counselors help students with self-exploration, personal development, decision-making and career / life planning.

Students are provided with intellectual, artistic and personal development opportunities through the Cabrillo Art Gallery, where six exhibitions are hosted annually, with a focus on local, national and international artists in addition to an annual student exhibition. These exhibitions expose students to the artistic contributions of a diverse group of artists.

Student Rights & Responsibilities Handbook

The Student Rights and Responsibilities handbook [2B.54], updated in the fall semester of 2011, provides guidance to students, faculty, staff and administration on student rights, behavioral expectations and procedures for student grievance and violation of the student code of conduct. A new section to this document, Academic Integrity, was added to ensure guidance and enforcement of issues of academic integrity, primarily focusing on cheating and academic integrity.

A Voter Registration link is provided through WebAdvisor.

C. THE INSTITUTION DESIGNS, MAINTAINS AND EVALUATES COUNSELING AND/OR ACADEMIC ADVISING PROGRAMS TO SUPPORT STUDENT DEVELOPMENT AND SUCCESS AND PREPARES FACULTY AND OTHER PERSONNEL RESPONSIBLE FOR THE ADVISING FUNCTION.
current on the best practices for counseling throughout the state. Some of these include Ensuring Transfer Success (CSU and UC), CSU and UC Conferences.

Counseling and the areas under Counseling (Puente, International Students Program and the Career and Transfer Center) have completed Program Review (program planning). All course-level SLOs have been updated and assessed, and the outcomes for courses currently being offered are being assessed on their cycle. Program-specific SLOs have been developed and are assessed annually in the spring. Data on counseling, transfer and career services and programs obtained through the Cabrillo College Campus Climate Student Survey [2B.55], is examined and incorporated into program planning. Survey and assessment information from various sources is the subject of robust and frequent dialogue within the counseling department, including how counseling enhances student development and success for those enrolled in Distance Education classes.

The C&ESS dean works with the Counseling Department in conjunction with the division office’s AUO, “Assessment, Orientation and Counseling will utilize information from the C&ESS Office to improve services to help students meet their educational goals.” The work on this assessment led the department to redesign a service for students that better prepared them for their time with a counselor, as mentioned elsewhere in this report.

**EOPS / CARE**

According to Title 5 regulations, EOPS / CARE students are mandated to meet with an EOPS / CARE counselor three times every semester. The EOPS/CARE counselor provides academic and career counseling to ensure that students are following an educational plan that will help them reach their educational goals at Cabrillo. EOPS / CARE counselors work closely with the general counseling department for training, updates on transfer and career matters, and academic programs. Participation in university programs and statewide conferences and trainings throughout the academic year are encouraged. Counselors also attend mandatory technical trainings twice during the year, which are provided by the California Community College Chancellor’s Office and the California Community College EOPS/CARE Association.

**Fast Track to Work (FTTW)**

FTTW provides counseling to all of the students under WIA and CalWORKs programs. Students must develop an educational plan with the counselor that receives final approval from the respective community program. The educational plan must reflect the student’s major and completion date in a time-specific manner. Counselors work closely with the general counseling department to receive proper training and updates on career and academic programs. The California Community College Chancellors’ CalWORKs Association also provides ongoing trainings for the staff.

**DSPS**

DSPS conducts systematic and regular reviews of its support services through six-year program plans, class evaluations each semester and occasional student surveys. DSPS and LSP six-year program plans gather evaluative information through student surveys of individual classes, surveys of the program as a whole, degree and unit completion data from the Planning and Research Office (PRO), students’ class and faculty evaluations and evaluation of SLOs. This information is analyzed for evidence of successful program practices and for areas needing improvement. Proposed improvements are incorporated into the DSPS program plan [2B.56] and Student Services Program Plans Reviews [2B.57] as specific recommendations, implemented over the next five years.

DSPS counselors and LD specialists are evaluated as part of the faculty evaluation cycle. Faculty participate in various trainings and workshops to keep current with developments in their fields, such as those provided by the California Association of Post-secondary Educators of the Disabled (CAPED). An example of a service resulting from department assessment that will improve student learning is the development of LS 200L, a lab designed to help students reduce stress and anxiety through use of the Heart-Math and TestEdge programs. DSPS faculty have also attended OnCourse trainings and incorporated much of this training in their classes and in work with individual students.

**D. THE INSTITUTION DESIGNS AND MAINTAINS APPROPRIATE PROGRAMS, PRACTICES AND SERVICES THAT SUPPORT AND ENHANCE STUDENT UNDERSTANDING AND APPRECIATION OF DIVERSITY.**
Standard 2B: Student Support Services

Cabrillo appreciates and celebrates its diversity through many activities which include the Latino Graduation Recognition Ceremony, Cinco de Mayo, the MLK Jr. Scholarship and Commemoration Ceremony, cultural field trips to Teatro Campesino in San Juan Bautista sponsored by the Puente Program, Día de los Muertos and the Cabrillo College Social Justice Conference involving Cabrillo students, faculty, staff and administration. This conference has been held each spring since 2007, with more than 30 panel presentations. Many Student Clubs are also representative of the diversity of the College.

In recognition of the broad spectrum of diversity, DSPS sponsored Disability Awareness Week at Cabrillo in spring 2010, with exhibits and panel discussions focusing on the ability of students with disabilities to succeed in college. In addition, the vice president of student services has conducted two Safe Spaces trainings, in order to foster greater understanding and awareness of potential issues facing gay, lesbian, bisexual, transgender and questioning students and to be able to more effectively serve these students. Participants completing the training receive a “safe space” sign to post at their work areas identifying them as safe and welcoming places.

Diversity at the College is measured in part through the Campus Climate Student Survey: on a scale of 1 (Strongly Disagree) to 4 (Strongly Agree), student responses to this survey in 2010 indicated a mean response of 3.19 to the statement “Educational activities at Cabrillo reflect an appreciation for different groups of people, including ethnic and disabled people.”

E. THE INSTITUTION REGULARLY EVALUATES ADMISSIONS AND PLACEMENT INSTRUMENTS AND PRACTICES TO VALIDATE THEIR EFFECTIVENESS WHILE MINIMIZING BIASES.

As FERPA regulations continue to be revised and impact admissions practices, Cabrillo will revisit policies and procedures related to privacy to ensure proper knowledge and understanding of those changes among staff campus wide. There is also a need to revise campus procedures to provide greater access to the details of a student’s academic records from other institutions.

The assessment instruments used by the College are validated on a regular six-year cycle and are used with consequential validation procedures. This commonly accepted methodology surveys both the faculty and students to assess whether they believe students have been placed too high, too low, or appropriately in a particular course. Math and English were last validated in spring 2012. Reading and ESL will go through the validation process again in fall 2012, due to the low numbers of ESL students using the instrument, which prevented the research office from conducting an accurate validation. Students enrolled in Distance Education courses must use the same assessment measures as students enrolled in traditional courses, so the evaluation of effectiveness would be the same.

The ESL assessment process has gone through several changes in the past years. For many years self-placement was the method used, providing information and examples of course expectations to students and allowing them to select the level of ESL they felt was most appropriate. The ESL department pursued a standardized assessment for a number of years in the interest of improving student success by more accurate initial course placement. The College is now in its second year of using eCompass as the ESL placement assessment instrument, and the number of students using it is slowly increasing. The faculty and research staff revised cut scores and identified multiple measures in spring 2012, which included the number of years in the US, the top grade level in the native country and the language spoken at home.

Some incoming students are unaware of the test’s existence despite having the information printed in the class schedule in English and Spanish under Step 4, “Getting Started in 7 Steps” [28.58]. Effective means of outreach are under discussion, and the ESL faculty, the Assessment staff and PRO have ongoing concerns and are working together to resolve issues of balancing accurate course placement with enrollment demands and course scheduling decisions.

Instruments used to assess students for learning disabilities are regularly revised and updated. A fourth edition of the Wechsler Adult Intelligence Scale was recently adopted as one of the main cognitive and perceptual assessment instruments. The California Community College Learning Disability Eligibility Model was recently studied at the Chancellor’s level with a view toward increasing its accuracy and efficiency.
**Standard 2B: Student Support Services**

**F. The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

**Locations/security**

Cabrillo College Governing Board Policy requires adherence to FERPA. (BP/AP 5040 Student records: privacy and directory information.) Through program reviews utilizing professional self-assessment tools for both Financial Aid and Admissions & Records, it is clear that both areas adhere to basic professional standards in regards to record retention and student privacy, and specific areas to strengthen procedures were identified [28.59].

Original microfilm is kept in the College Bank vault and copies are in the A&R archival office. Records retained on a permanent basis include: applications, enrollment data, grades, transcripts, graduation petitions, faculty reports, faulty rosters, student loan documents and assessment placement scores. All information is entered into the computer database, for which back-up files are made on a nightly basis. Student records have a designated, protected and locked storage area. Records are released only with approval of the student or by court order, which may be required by law. The student information system Datatel/Colleague limits access to information based on the requirements of the employee’s position and is password-protected. Campus records retention is in transition from the current system of records being stored on paper, microfilm and microfiche to document imaging, which will be the new format for storing documents. Financial Aid has been scanning documents since 2010. Admissions and Records will begin in the spring of 2012. The security of the scanned documents is being discussed with potential service providers.

DSPS, LSP, Financial aid and Counseling maintain separate files on their students to ensure confidentiality. The access to the files is open to staff only.

**Evaluation**

The College meets the standard. Student Services is committed to equitable access to all students through assessed and revised processes, increased use of technology and assessed and improved in-person services, regardless of location or means of delivery. Personal and civic responsibility are advocated for and supported through Student Services activities and programs. Implementation around admission issues and security of records has been analyzed and improved in response to changes in federal and state laws. Counseling services have undergone program review and a cycle of assessment, resource allocation and implementation in order to support student access, development and success. The challenges identified in the last report around structure and decentralization of counseling services and facilities have been partially addressed with restructuring and a new division, and the next cycle of improvement will address improving counseling facilities to facilitate student flow, access and consolidation of services. In fact, a current project approved by the Facilities Planning Advisory Committee (FPAC minutes, 3/22/13) involves renovations to Building 100 that will improve student flow. Improvements to the ESL assessment and placement procedures are also ongoing.

**4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

**Program Plans**

All Student Services departments completed Program Planning between spring 2008 and spring 2012: Outreach, Student Health Services, Student Employment, Student Affairs / Student Activities and Government, Enrollment Services, Counseling / Transfer and Career Center / International Students Program/Puente, Fast Track to Work, EOPS / CARE and Stroke and Acquired Disability Center. The programs that migrated from Instruction Office completed new plans in Spring 2013: Disabled Students Programs and Services, Learning Skills, Outreach and Recruitment, Cabrillo Advancement Program and Counseling and Educational Support Services. Through the program planning process, these programs utilize a variety of resources to assess SLOs, evaluate services to
ensure that practices reflect professional standards and support student learning and to determine areas for improvement. For Enrollment Services, resources include self-assessment tools provided by pertinent professional associations for each functional area, in addition to results of the campus climate survey, data provided by PRO in the Fact Book and assessments of established student learning outcomes utilized by all the programs in program planning. The same processes are used to evaluate the effectiveness of services for Distance Education students as for traditional students, and evaluation of the Distance Education program does assess how student support services contribute to the achievement of SLOs. One example of how evaluation results have been used to improve services is the creation of the online math-tutoring system. The most recent version of each Student Services Program Plan with accompanying SLO assessment results is posted on the VPSS web site.

Evaluation

The 2007 Accreditation team recommended that Student Services develop and implement SLOs and measurements for all its departments, collect and analyze the data and link the results to planning and program improvement. This recommendation has been completed.

In addition, the following self-identified recommendation was made by Student Services in 2007: Student Services will continue to implement a systematic and on-going cycle of program planning, evaluation and assessment for all Student Services and Support programs, including the Counseling Division, allowing sufficient opportunities for dialogue within and among programs. SLOs will be integrated throughout the departments’ plans along with effective assessment practices and instruments to measure their success. (The Counseling Division is now a department under the new C&ESS Division.)

All departments have now developed comprehensive program plans, with recommendations linked to data obtained through SLO assessment, student survey data and individual program data collection methods, such as the online application questionnaire on CCCAPPLY and student/employer ratings of student employees’ competencies in various employment-related areas. The data obtained and analyzed by each of the Student Services programs and the data-driven recommendations for self-improvement can be found within each Program Plan posted on the VPSS web site. The list of SLOs and AUOs for each program and service is also posted, along with the six-year program planning assessment schedule.

The Student Services Council (SSC) meets monthly to share information on program developments, student needs and areas for collaboration, as well as reviewing program plans and annual updates as scheduled. SSC is comprised of directors and managers of all Student Services programs, the two Student Services deans and the vice president of student services, along with their executive assistants and the dean of education centers, who also serves as a liaison to the Instruction Council (IC). SSC has developed the following mission statement:

The Student Services Council shares information and fosters dialogue around Student Services issues, programs and services; identifying best practices that promote student success and learning outcomes. The council serves as an important avenue of information to student services staff through the student services managers, coordinators and directors.

The departmental planning process uses multiple types of student-generated data in its recommendations for program improvement, and those plans are reviewed and revised by all student support services areas at the Student Services Council. The VPSS brings program plan recommendations with budget implications to the CPC, which is advisory to the President. The VPSS then presents a report to the Governing Board, summarizing the recommendations from the Student Services program plans. This demonstrates a continuous cycle of evaluation and planning and supports college wide dialogue. As indicated by a recent campus survey conducted by PRO for the SLO Assessment Review Committee, Student Services staff would benefit from being involved in campus trainings and discussion to have a better understanding of SLOs and be directly involved in planning, assessing and modifying services in order to ensure that everyone is part of the effort to assist students be successful.

Specific services with additional evaluation and improvement goals:

Admissions and Records and Financial Aid are now combined under an Enrollment Services umbrella. A new position, director of
enrollment services, oversees the two departments. Cross-training of staff in both departments is taking place to better serve students. Sharing resources, talents, ideas and responsibilities between the two departments leads to more efficient planning and training. The changes will be evaluated by impacted staff and managers. The process is being designed now. Those assessments will be shared with the shared governance committee, CPC.

The National Student Clearinghouse is a tool of the evaluation process. Since the last accreditation, Cabrillo has expanded the use of the National Student Clearinghouse for Degree Verification, Student Self-Service, Enrollment Verifications and other available information. This contributes to student success by providing students with self-service tools that they can access at any time, which is an ongoing goal and SLO. It also provides feedback that contributes to the improvement of processes by tracking transfer and degree attainment when students leave Cabrillo.

### Evaluation of Guided Enrollment

One of the main foci of Learning Communities programs is to offer “guided enrollment” after a student tests in assessment. This is a partnership between the LC faculty/program and the Assessment Center as a way to direct those at the basic skills level with high-touch needs to become aware of and hopefully enroll in a success-focused educational program. The Guided Enrollment subcommittee has evaluated the strengths and weaknesses of this service for improvement [2B.60].

The Student Services component has designed a common assessment cycle and tool for future program reviews, which contain some unique features that are different from instructional areas. An area for improvement in the process is to ensure that after plans are reviewed within the component, they are seen and incorporated at the institutional level. Another area for improvement is to ensure that Student Services faculty staffing needs are given priority along with instructional staffing needs as the Student Success Act of 2012 is instituted and the institution develops an implementation plan for the new requirements.

### PLANNING AGENDA

<table>
<thead>
<tr>
<th>Identify responsibilities and timeline for implementation of requirements of the Student Success Act, Title 5 and the California Education Code: orientation, assessment, education planning and enrollment priorities.</th>
<th>Lead Responsible</th>
<th>Completion</th>
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<td>Vice President SS</td>
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<tr>
<th>Analyze and develop a plan to improve counseling/transfer space to better serve students and support the faculty and staff.</th>
<th>Lead Responsible</th>
<th>Completion</th>
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<tr>
<td>Dean, C&amp;ESS</td>
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</table>
REFERENCES

[28.1] Basic Skills Advisory Committee Meeting 10/28/11
[28.2] Basic Skills Advisory Committee Meeting 4/20/12
[28.3] Basic Skills Advisory Committee Meeting August 2012
[28.4] Student Services Council Meeting 3/21/12
[28.5] Outreach and Recruitment website
[28.6] Outreach and Enrollment Project
[28.7] Student Services 6 Year Plan Schedule
[28.8] HSAC Minutes 11/8/12
[28.9] Counselor Collaboration Feedback
[28.10] Santa Cruz County College Commitment
[28.11] Cabrillo College Orientation
[28.12] New Student Orientation 8/12
[28.13] Assessment Center Website
[28.14] Student Services SLO Assessment Form
[28.20] Transfer Center Advisory Committee
[28.21] Transfer Advisory Committee Meeting Fall 2012
[28.22] Association of International Educators
[28.23] San Francisco Bay Area BA-PIER
[28.24] Cabrillo College Articulation Agreement
[28.25] Extended Opportunities Program and Services
[28.26] Fast Track to Work at Cabrillo
[28.27] Student Employment at Cabrillo
[28.28] Cabrillo Student Employment Center Review 2011
[28.29] Cabrillo Student Health Services
[28.30] Cabrillo Veteran’s Brochure
[28.31] Disabled Students Programs and Services
[28.32] Learning Skills Accommodations and Math Course Success
[28.33] Learning Skills Program Planning Report
[28.34] Textbook Support at Cabrillo College
[28.35] Borrow a Book Application
[28.37] Student Services Council Mission Statement
[28.38] College Planning Council
[28.39] Vice President, Student Services website
[28.40] Student Services Report to the Governing Board 6/11/12
[28.41] Cabrillo College Catalog
[28.43] Schedule of Classes
[28.44] Catalog excerpts
[28.45] Online Orientation
[28.46] College Application for Spanish students
[28.47] Spanish BYMA
[28.48] Online advising
[28.50] Before You Make an Appointment (BYMA)
[28.52] Associated Students of Cabrillo College (ASCC) Student Senate
[28.53] Inter-Club Council
[28.54] Student Rights and Responsibilities Handbook
[28.55] Cabrillo College Campus Climate Student Survey
[28.56] DSPS program plan
[28.57] Student Services Program Plans Review
[28.58] Getting Started in 7 Steps
[28.59] Enrollment Services Program Plan
[28.60] BSLCAC October 2010 meeting minutes
Library and other Learning Support Services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input and other appropriate measures in order to improve the effectiveness of the services.

1. THE INSTITUTION SUPPORTS THE QUALITY OF ITS INSTRUCTIONAL PROGRAMS BY PROVIDING LIBRARY AND OTHER LEARNING SUPPORT SERVICES THAT ARE SUFFICIENT IN QUANTITY, CURRENCY, DEPTH AND VARIETY TO FACILITATE EDUCATIONAL OFFERINGS, REGARDLESS OF LOCATION OR MEANS OF DELIVERY.

A. RELYING ON APPROPRIATE EXPERTISE OF FACULTY, INCLUDING LIBRARIANS AND OTHER LEARNING SUPPORT SERVICES PROFESSIONALS, THE INSTITUTION SELECTS AND MAINTAINS EDUCATIONAL EQUIPMENT AND MATERIALS TO SUPPORT STUDENT LEARNING AND ENHANCE THE ACHIEVEMENT OF THE MISSION OF THE INSTITUTION.

Description

Cabrillo College’s Robert E. Swenson Library is a thriving intellectual center for students, providing a focus on instruction and a full range of information resources and services. Services are continually evaluated, and changes are implemented to maintain relevancy and utility to Cabrillo students. Feedback on services is collected formally through annual user surveys and informally via

“What a school thinks about its library is a measure of what it feels about education.”

- Harold Howe

Student seeks advice.
every service point. Service changes are evaluated both in person at department and service unit meetings and electronically via energetic online discussions.

There are 494 seats in the library, 11 group study rooms, two large, quiet study rooms and a computer classroom. The library is regularly filled to capacity and beyond. For most weekday hours, students can be found at every computer, every table on the main floor and in most individual study carrels as well. Over the past two years, space on the main floor of the library has been rearranged to accommodate additional student seating, with the removal of some reference book ranges and the relocation of the microform collection to the rear of the library. In addition, on the second floor of the library a pass-through area was converted into a comfortable chair area, to build awareness of the second floor quiet-study rooms. Student use of the library has been growing steadily for the past five years. During 2010 / 11, there were over 300,000 visitors, averaging well over 2,000/day, up from 2006 / 07 when the library had 267,000 visitors [2C.1].

Computers in the library are heavily used, with students working on coursework or other activities on virtually every computer during peak hours of 9am-3pm, Monday through Thursday. During 2010 and 2011 the library expanded its computers from 42 to 55 stations, with eight additional computers available as express-use stations and 21 laptop computers and two iPads available for student check-out. A new study of unique computer users conducted in 2011 identified 2,600 different students using the library computers during Fall 2010 and another 3,100 during Spring 2011 [2C.2]. In the summer of 2012 most student computers as well as the library’s classroom computers were converted to the new Virtual Desktop technology being implemented on campus. This technology allows application software to reside on network servers rather than individual student computers and provides students with a much more current, robust and sustainable computing environment.

The library’s web server and servers for the integrated library system were relocated to virtualized servers in Information Technology (IT) although application support continues to be provided by library technical staff. There are 11 TV / VCR / DVD players for student use, down from 18 in 2007 due to ongoing decline in use. Other library equipment for student use includes two recently replaced coin-operated photocopy machines, two networked printers, one CCTV video text magnifier, two microform reader/printers, three Kurzweil reading/scanning stations and one computer with the screen-reading JAWS program as well as enlarging software.

As of fall 2012, the library has two full-time librarians and two full-time librarian vacancies, as well as five FTE (full-time equivalent) adjunct librarians. There are six classified staff members totaling 5.3 FTE and approximately five FTE student workers. The library administrator is an administrative library director, a position that was approved and filled internally in the spring of 2012. Librarians serve as liaisons with teaching faculty to ensure that information about student learning needs is provided to inform selection of library resources, including the learning needs of Distance Education students.

Librarians select high-quality materials based on suggestions from faculty, students and staff, reviews of the literature and other bibliographic tools, as well as their own experiences working with individual classes. Student learning needs are identified by book requests from faculty and students, by analyzing usage patterns and by tracking new curriculum in other departments. Librarians consult and collaborate with faculty in assigned subject areas to select and deselect materials in order to bring depth, variety and freshness to the collection. In the 2011 Faculty Accreditation Survey, 74 percent of faculty members agree or strongly agree that “the library collection has enough breadth to meet the needs of their students” [2C.3]. The library collects and evaluates usage data of library materials and applies the resulting data to its collection development funding allocation. The library also collects data on academic program size (i.e. numbers of students and numbers of courses) and applies that data to funding allocations for all subject areas [2C.4].

The library’s membership on the campus Curriculum Committee serves as an excellent advance notice for new programs and courses the library would want to reflect in its collections. Faculty members support librarians in maintaining the collection and preserving the quality of the collection by participating in a staff development activity to deselect materials that are dated or no longer effective for student needs. Not only does this activity revive the collection, but participating faculty members report that the process makes them keenly aware of library materials in their subject area. Furthermore, areas of the collection that depend
upon up-to-date materials, such as nursing, dental hygiene, computer science, etc., require in-depth partnership with department faculty. The 2012 Dental Hygiene Accreditation process generated a comprehensive review of all dental materials in the collection, including print books, ebooks, media, periodical databases and online resource guides. This process produced an even greater quality assurance of those materials. Success of the partnership process between faculty and librarians can be seen in the fact that 84 percent of faculty responding to the 2011 Faculty Accreditation Survey agreed or strongly agreed that, “in general, the library is sufficiently responsive to faculty input” [2C.3].

The library's collections contain 70,000 titles, 150 print periodical subscriptions, over 5,400 VHS / DVD titles and 30,000 electronic books. The collection is focused on meeting current needs of ongoing Cabrillo instruction programs, with older materials removed from the collection. The library subscribes to 29 electronic databases, representing the complete text of over 15,000 periodicals. The library added a new basic skills level browsing collection of several hundred books in both the main library at the Aptos campus and the Integrated Learning Center at the Watsonville Center, initially funded by a Title V Hispanic-Serving Institution grant. These collections are now being borrowed by students more frequently than books in the regular collection.

There are over 3,000 textbooks and other course materials in the Course Reserve collections, which are located in the library, the Computer Technology Center, the Watsonville Center and the Scotts Valley Center. Reserve collections are evenly divided between items owned by instructors and items owned by the library. Library-owned items are primarily purchased through a generous annual grant from the Student Senate, allowing the library to purchase required textbooks that cost more than $50. In 2011 the Math Learning Center began using the library's Millennium system for checking out its collection of textbooks. Using this shared system enabled students to easily find copies of their textbooks whether they were located in the library, the CTC, the Watsonville Center, the Scotts Valley Center, or the Math Learning Center [2C.5].

The book collection is regularly analyzed to keep it current and up-to-date. As of fall 2012, 41 percent of the library's books were published after 2000 [2C.6]. There has been an increased focus on book displays and exhibits to promote awareness of library materials relevant to current events and activities and to help mitigate the continuing national trend of shrinking print-book usage by library patrons. VHS / DVD purchases are primarily requests from classroom faculty and represent most disciplines. Yet with increased use of Internet resources by students for their research and faculty for their assignments, use of video and DVD media has fallen considerably over the years. Subscription database usage is monitored periodically and less-used databases are discontinued and replaced, budget permitting, with databases that are determined more likely to be used [2C.7].

Since 2006-07, the library has been able to rely upon a consistent $70,000 annually from lottery funds, which is used for purchasing books, audio-visual materials and supplementing funds for online databases. Database funding has been in considerable flux with changes at the state level. The library lost $20,000 from the State Instructional Equipment (SIE) program beginning with the 2010-11 academic year. In addition, $36,000 in funding was lost when the state constricted the TTIP program after 2008-09. The total funds available for databases have gone from $81,125 in 2008-09, to $53,616 in 2010-11. Although funds were reduced to mitigate the impact of the losses, the library still needed to cancel $20,000 in online databases during 2010 and 2011. Happily, the new state-level database subscription package, which began in January 2012, will enable the library to retain and partially restore a robust collection of online databases for students. These resources serve students enrolled in traditional and Distance Education courses alike and ensure that Distance Education students have the same access to quality learning resources as traditional students.

**Computer Technology Center - Aptos**

The Aptos Computer Technology Center (CTC) is open to any registered student and provides Microsoft Office (e.g. Word, Excel, PowerPoint) and Internet access to all students, as well as any software taught or required in a class. Wireless access to the Internet is available via HawkNet. A typical busy hour in the CTC can find 85 students working in the lab. The busiest hours are Monday-Thursday from 10 a.m. to 5 p.m. and scattered hours on Fridays, Saturdays and Sundays. A new report produced in late 2011 identified all unique users of the various learning centers on campus. The report indicated that the CTC served 1,957 unique students in fall 2010 and 2,115 in spring 2011 [2C.2]. This increase could be due, in part, to a new Visual and Performing Arts complex on the lower campus, where
the CTC is located, bringing greater student traffic to and awareness of the resources there.

The Aptos CTC has 109 student computers, with both Microsoft Windows and Apple Macintosh operating systems. Connected to the Aptos CTC is the Assistive Technology Lab (Room 1402), with 11 computers, and the Networking Lab (Room 1403), with 17 computers, all of which are also supported by CTC staff. The support provided for the Assistive Technology Lab and the CIS/CS Networking Lab consists of computer setup and oversight when the program instructors are not available.

Most computers in the CTC and connecting labs are less than five years old, although 23 of the 137 total are six to eight years old. Additional equipment includes three scanners, four networked printers, a photocopier, six adding machines and a pay station that allows students to pay for printing by adding money to their print accounts. The CTC also has two main areas for laptop use. There are several tables around the lab, specifically for students who are using the calculators provided by the CABT department for their CABT 102 (10-Key Calculator) class. Finally, there is a “Paper Prep” area equipped with staplers, three-hole punches and two paper cutters.

The Aptos CTC provides open access to any Cabrillo student for general applications such as Microsoft Office, as well as specialized applications supporting students in several programs: Digital Media, ETECH, Engineering, CIS/CS, Medical Assisting and CABT. CABT’s open entry classes (CABT 102, 103AB and CABT 110ABC) utilize both the CTC and the Watsonville CTC (WCTC). Both the Aptos CTC and the Watsonville CTC support the library and Cabrillo students by maintaining a collection of Course Reserve textbooks as well as access to scanners, print pay station, printers, support wrist pads, bookstands, USB drives, headphones and other equipment necessary for student success.

Two full-time faculty staff the CTC, along with 3.5 FTE Computer Systems Maintenance Technicians, one of whom will be moved to the WCTC in Fall 2012. In addition, four hours of weekly additional adjunct faculty support are provided by NAS division faculty. As of fall 2011, the Aptos CTC Computer Maintenance Technicians support 1,018 computers across campus. These computers are in 22 classrooms, 20 labs, three student clubs and two recording studios. The CTC has 11 student assistants for a total of 134.5 hours per week (fall 2011). In addition, two student assistants are paid a total of 19.5 hours, one to tutor Computer Science students in the CTC and the other to support the CIS Networking Lab.

CTC student assistants and lab managers help students as needed during general lab time when no instructor is present. In addition, the CTC’s staff provides administrative support to many different computer users through: the Cabrillo Extension Program, Contract Education, Engineering’s Energy Academy program and to visiting students via the International Students Program in CEED. The library anticipates an expanding role for technicians as support needs continue to grow with the increase in computer classrooms, laptops and labs that are developing via grants, e.g. the STEM grant and the Green Technology Center. With the increase in learning community cohorts, the CTC role may expand into additional support for basic skills students.

A number of new services have been recently introduced at the Aptos CTC to improve services:

- Course reserve textbooks available to be checked out via the library system’s Millennium software.
- Increased number of dedicated areas where students can use laptops.
- Additional student scanning stations for a total of three scanners.
- A photocopier machine bought by the Student Senate.
- USB thumb drives available for student use.
- Headphones added to every computer station in the lab.
- A print pay station for adding money to student print accounts.

One service that has been discontinued is network space for student storage due to the availability of inexpensive external storage, the availability of ‘loanable’ USB drives and the increasing popularity of “cloud” storage.

The Virtual Desktop Infrastructure (VDI) technology scheduled for initial implementation in early 2012 will likely have a significant impact on the CTC. This technology allows operating-system and application software to reside on network servers rather than individual student computers, which will provide improved service to students since they will be able to access a greater variety of software from any computer, determined by their accounts. The plan for 2012 was to deploy up to 250 VDI clients on the Aptos and
Watsonville campuses. In spring 2012, the Information Technology (IT) department began implementing VDI in two classroom labs (318 and 516), as well as six stations in the Aptos CTC. The expectation is that this technology will enhance flexibility in providing and updating applications on the VDI clients. VDI’s remote management capabilities will substantially reduce the workload of updating and installing software required in labs before the beginning of each semester [2C.8].

IT is responding to the funding cuts to Cabrillo by eliminating an unfilled half-time computer maintenance technician position at the Watsonville CTC, while at the same time moving a full-time computer maintenance technician from the Aptos CTC to Watsonville. This is necessary to address the workload in Watsonville, which will only increase with the opening of the Green Technology Center. The move will relieve the WCTC Lab coordinator from covering the responsibilities of two jobs and allow the coordinator to focus on other high-end projects. To capitalize on the remaining support staff in the Aptos CTC, the open hours will end one hour earlier Monday-Thursdays, and the CTC instructor will start one hour earlier to help support the Aptos Lab coordinator. The lab will reduce Sunday hours by four, but increase Friday hours by four also, in order to help cover the lab as well as the CTC coordinator once the full-time computer maintenance technician moves from the Aptos CTC to Watsonville.

Computer Technology Center - Watsonville

The Watsonville CTC provides computers and software to any registered Cabrillo student and serves students in all courses offered at the Watsonville Center, as well as many taking courses at the Aptos campus. A typical busy hour in the WCTC can find 30 students working in the lab. The busiest hours are Monday-Thursday from 10 a.m. to 1 p.m. as well as from 4 p.m. to 6 p.m. A new report of unique computer users indicated that the WCTC served 1,077 students in fall 2010 and 1,075 in spring 2011. A new lab in the Green Technology Center is opening in Fall 2012, so an increase in the number of students served seems likely.

The WCTC open access lab has 34 student computers, all four years old. Three are accessible stations for wheelchairs and visually impaired students. The WCTC also provides three scanners, two printers, a photocopier and a Pay Station for students to add money to their print accounts. There are also two computer classrooms, one with 40 stations and one with 28 stations. The Virtual Desktop Infrastructure (VDI) technology referenced earlier will also be installed in Watsonville.

Staffing at the WCTC consists of one full-time faculty Lab Coordinator, four hours weekly of additional adjunct faculty support on Saturdays and one LIA working 40 hours per week during the spring/fall semesters. In addition, there are two student assistants, one working in the WCTC and the other assisting with IT support for the Watsonville facility.

The WCTC staff also supports the Watsonville ILC, classroom computers in all 16 Watsonville classrooms: 24 computers in the science lab and 28 computers from Building B. The staff will be providing support for 40 additional computers in the three computer classrooms and the computer lab in the new Green Technology Center when it opens.

The WCTC maintains a small collection of Course Reserve textbooks for students to use, checked out via the library’s Millennium system, which means they are part of a searchable database that improves service to students. Hours are Monday-Thursday 8 a.m. to 8 p.m., Friday 8 a.m. to 4 p.m. and Saturday 9 a.m. to 1 p.m.

Integrated Learning Center (Watsonville)

The Watsonville Integrated Learning Center (ILC) is a busy, centralized, multi-purpose learning facility serving the Watsonville Center. Students come to the ILC for tutoring, basic skills courses, taking tests, using any of the collections of library textbooks and other reading materials, using computers for coursework and studying in groups or individually. Each year the ILC works with approximately 2,000 students in drop-in tutoring and supplemental instruction and 200 students enrolled in credit labs. Those numbers represent a small decline from numbers five years ago and earlier, reflecting the reduction in hours and tutoring staff over that period. Between 500-600 individual students use the ILC computers each semester, which is nearly 25 percent of all the students enrolled in courses at the Watsonville Center.

The ILC has 24 PC stations, two of which are adaptive stations with instructional software needed for coursework, as well as 12 PC laptops, one computer printer, one Xerox machine and two scanners. All the computers are over eight years old.

The ILC has one faculty coordinator, adjunct faculty evening coor-
The ILC provides multi-disciplinary instructional support for all Cabrillo students, but especially those taking classes and/or living in the predominantly Hispanic Watsonville area. The ILC offers drop-in, individual tutoring in English, ESL, math, Early Childhood Education and depending on demand and budget, Spanish and physics. For the past three years, the ILC has also offered group supplemental instruction in math, chemistry (Chemistry 30A) and when budget and staffing allow, medical terminology. The Math Supplemental Instruction Program collaborates with the STARS First Year Experience learning communities, as well as working independently within the ILC to support select Watsonville Center math courses. Finally, the ILC offers multiple sections of labs for credit: approximately 37 sections of English 100L and seven sections of reading during fall, spring and summer; and six sections of Counseling and Guidance 205L during fall and spring. Members of the ILC staff also oversee organized study groups for the ACE (Academy for College Excellence) program, one of Cabrillo’s learning communities. Up until fall of 2011, various sections of for credit, independent English and ESL labs (English 153, 155A, 155CJ, 155MA, 250, 290 and ESL 200L, 201L, 202L, 203L and 204L) were also offered. The ILC continues to coordinate with the Learning Skills Program and DSPS to provide test accommodations to students, primarily those taking classes in Watsonville, but also for those taking courses in Aptos who live closer to the Watsonville Center. Cabrillo’s network now also offers the Kurzweil adaptive technology at every computer station, instead of on only the two adaptive stations as it was in the past.

The main area of the ILC offers small tables to accommodate up to 30 students, and tables around the periphery for the computer stations and other technology. Other areas include five small group-study rooms, one quiet-study room with individual carrels, two small rooms for testing (make-ups and accommodations) and video / DVD viewing. There are three TV / VCR / DVDs for students to view course-related materials. One of the small group rooms is set aside to support the English 100L groups with 12 PC laptops for the students to complete online grammar and writing-related exercises. The ILC space is heavily used, and the limited space represents a physical limitation in the ability to provide additional services.

Given budget and staff restraints, individualized ESL and English labs were cut in order for instructional support staff to focus on drop-in tutoring and for the English 100L groups, which were re-structured in the Writing Center in Aptos and the ILC to meet for two-hour sessions rather than 1.5 hours.

In the summer of 2011, the ILC began piloting a new web-based login system called Polyhedral, which many learning centers in Aptos were also piloting as of fall 2011. The goal is to have all learning centers use the same system to make it easier for students to use the program in different centers. The database also works with a paperless instructor referral system, notifying instructors via email when one of their students has requested tutoring.

The growing partnership between the ILC and the Library is having a positive impact on services in the ILC, increasing student use of resources. Students will also be well served by the new VDI initiative, which is likely to be implemented at the ILC in the future.

Math Learning Center

The Math Learning Center (MLC) supports a wide range of students enrolled in math classes or programs that have math as a prerequisite. The MLC serves re-entry students, basic skills students, non-STEM students in all transferrable math classes, disabled students, students in learning communities and more.

The Center consists of one group-study room, one computer lab room, one test-proctoring room, one tutoring room and one office space. The space is heavily used by students, with math students, often overflowing outside the lab and into the open space within the central upstairs portion of the 1000 Building. In 2012 exterior lighting was added to the outside open space, allowing students to make better use of the area in the evening.

On a busy day, there are over 75 students throughout the MLC sitting in the main area, at the outside patio tables and, until the recent move of DSPS into these areas, the LRC and the testing room. They have been able to request help from their portable computing devices (such as the iPhone) and from the computer stations in the main area. Tutors sign up to help these students and go to the location they have specified when logging in. The five hours the MLC is open on Sunday appear to be the busiest hours, with Monday and Tuesday also busy, but activity trailing off from Wednesday to Friday. The exceptions are those weeks in
which many tests are happening, typically the second and third weeks of the semester. The MLC serves 2,500 students per year on average, translating to more than 48,000 student hours and 36,000 tutoring sessions per year. The center usage numbers are limited by the space available for students. The MLC has increased space dynamically by allowing students to log in elsewhere and adding features to the tracking database to allow for tutor requests from student phones. Students often do not realize service extends beyond the physical center, so they sometimes leave before staff get a chance to work with them. The center intends to convert the computer room, which houses ten computer stations, into two group-study rooms with a retractable divider that would convert the two rooms into a mini-classroom for review sessions, tutor training and acceleration academies. In place of the ten computer stations the MLC will check out laptops using the existing library checkout system.

Between 300 and 500 different students use the MLC computers each semester. The MLC has 11 computers. These computers are used for completing online homework through WebAssign or MathXL learning platforms, for utilizing the many learning platforms included by textbook publishers and for completing statistics laboratory assignments using Excel and Word. Many students now come into the MLC to find resources that will help them review their math skills before they take the assessment test to place into the math sequence. A variety of links are located on the computers for precisely this purpose. Students are now often purchasing ebooks instead of print textbooks. These ebooks have video links and interactive tutorials that students use on the MLC Computers. Students work with ModuleMath Basic Math and Algebra, an interactive video application only available on the MLC Computers, DSPS and ILC in Watsonville. Math 158T Students are required to record tutoring sessions with tablet apps and post these to a link available on the MLC computers for other tutors to view as part of the Preparation for Tutoring Mathematics class.

The Center is staffed by one faculty position, three Math LIAs (one full-time and two part-time) and up to 20 student tutors. The tutoring is tiered in the sense that individual student tutors work directly with students, and LIAs work with student tutors to improve and supplement explanations given to students. As additional MLC LIA positions are frozen and eliminated (two more LIAs may be retiring within the next year or two) the center will need to have Student Assistant IV positions consist of highly experienced / capable tutors who will help tutors. The director will have regular meetings with the SA IV tutors to work on tutor training methods.

Recently introduced to the center is Test Edge (Heart Math), a software package that used biofeedback for anxiety reduction during math tests. Many instructors from a variety of disciplines and students at Cabrillo will attest to the positive effects of the software on their performance in high stress situations like math tests [2C.9].

**MESA (Mathematics, Engineering & Science Achievement) Program**

Located in Room 714, the Mathematics, Engineering and Science Achievement (MESA) program includes a study center and two small adjoining staff offices. MESA members are the primary focus of the Center. These students are transfer-bound, with majors in the STEM (science, technology, engineering and mathematics) fields. They are also low-income and have educational obstacles, such as being the first in their family to attend college, having started the math sequence in community college at beginning algebra or lower, or having graduated from a low-performing high school.

The MESA program has served an average of 404 students per semester over the past two and a half years. Of those served, 135 are currently MESA members while the rest are part of the general Cabrillo population. Over 560 different students used the MESA lab computers during 2010-11. These numbers represent both an increasing trend in MESA membership, up 50 percent from several previous years, and in STEM program students using the MESA Center, up 60 percent over the past seven years. All students who use the center log into a computer database on entering and leaving, enabling the tracking and academic profiling of MESA students. A comprehensive database of current and past MESA students is maintained.

MESA is staffed by one full-time faculty director, two part-time LIAs, two units of adjunct faculty and two units for a dedicated counselor per semester. Generally, ten to 14 student employee tutors work a combined 125 hours per week in the Center.

Several grants have been leveraged by virtue of having an ongoing MESA program. For example, the program sponsors, through grants, students being placed in local middle and high school math and science classrooms as teaching assistants to encourage them to consider a career in math or science teaching. As part of
another grant initiative, MESA awards laptops to eligible MESA members in exchange for community service providing basic training on computers. In addition, the National Science Foundation sponsors a large grant to increase STEM degrees by offering regular opportunities for students who are undecided about their major interests to explore STEM fields through hands-on projects related to renewable energy and other science-related sustainability topics. MESA also offers a series of skill-building seminars for students going into the STEM fields who are struggling with their math at the pre-calculus level. More advanced students in MESA have the opportunity to work as peer tutors and project assistants in both of these activities.

A 40 percent reduction in the funding stream that supports all MESA activities from the state occurred beginning with the 2009-10 academic year and has remained at this level since that time. This has decimated the usual budget for student assistants (tutors). However, MESA was able to raise funds with special requests from Student Senate (over $15,000 in past two years) and from the Foundation’s engineering, physics and computer science EASE funds ($8,500) this year.

The newly awarded $4.3 million HSI (Hispanic-Serving Institution) STEM grant for consolidating and improving the STEM programs will result in a much larger MESA space inside the new STEM center. This new integrated STEM center will combine the Physics/Engineering Learning Center (PLC) and MESA into a space that will be centrally located in the 800 building. Students will have access to increased academic support from peer tutors as well as more proactive academic and transfer advising. In addition, the new consolidated center will serve students in the Engineering Technology Program.

Physics/Engineering Learning Center

The Physics/Engineering Learning Center (PLC) served 340 students in 2010-11. Students come from two streams: students registered in the basic physics classes with lab-hour components and students seeking drop-in tutoring and study space. The average number of new students served per semester is 85.

Students use the PLC computer stations when working on lab reports and completing their weekly PLC assignments, typically consisting of various physics simulations using Physlets (PHYSics appLETS) [2C.10]. Although the center has no dedicated lab staff-
TABLE 10: ANNUAL SERVICES PROVIDED BY TUTORIALS

<table>
<thead>
<tr>
<th>Year</th>
<th>Students per year</th>
<th>Hours tutored per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 – 07</td>
<td>789</td>
<td>4,966</td>
</tr>
<tr>
<td>2007 – 08</td>
<td>885</td>
<td>5,432</td>
</tr>
<tr>
<td>2008 – 09</td>
<td>862</td>
<td>4,949</td>
</tr>
<tr>
<td>2009 – 10</td>
<td>934</td>
<td>4,374</td>
</tr>
<tr>
<td>2010 – 11</td>
<td>804</td>
<td>4,118</td>
</tr>
<tr>
<td>2011-12 (fall 2011 only)</td>
<td>350</td>
<td>1,730</td>
</tr>
</tbody>
</table>

Reading Center to the list of learning centers using this shared student-input and tracking system.

**Tutorial Program**

The Tutorials Program supports numerous tutorial needs, including students enrolled in programs through Career Technical Education (CTE), Disabled Student Services (DSPS), Learning Skills, Extended Opportunity Programs and Services (EOPS), Fast Track to Work (FTTW), Learning Communities and English as a Second Language (ESL). The Tutorial Center includes seven small group study rooms, an open study area and a staff office location. Staffing consists of one full time, ten-month coordinator classified staff position and 16 student tutors.

Referrals for tutoring are now required only for students in basic-skills-level math, a change from previous years. Also, as of Summer 2012, Tutorials has integrated with other learning centers in tracking student activity with the Polyhedral system. The number of students served by the Tutorials Program has dropped in recent years, largely due to a considerable reduction in categorical funding. The data suggests that demand in the Tutorials Center fluctuates and that the correlation between the number of students served and the number of tutoring hours is not constant, because many of the subjects are tutored in a group-based setting.

The uncertainty of the funding landscape is a major issue for Tutorials. A family donation that has been a major funding source in recent years is expected to be discontinued, and VTEA funding has been cut by approximately 31 percent. These reductions will result in fewer tutoring hours available and fewer subjects offered for tutoring. However, Tutorials plans to continue to serve the maximum number of students by increasing the numbers in group tutoring and creatively building its cadre of tutors with more outside funding and more volunteers or those who will tutor for credit.

**Writing Center / ESL Lab**

The Writing Center (WC) and English as a Second Language (ESL) lab serves about 2,300 students annually. There are two adjunct faculty sharing the directorial responsibilities, nine contract part-time classified staff members and one student worker. Between 300 and 600 individual students used the WC / ESL lab computers each semester. One of the main streams of students is from the English 100L students, who attend weekly small group classes in the Writing Center. English 100L is a co-requisite of English 100. Another stream of students is served by the ESL lab, where students may enroll in lab classes to improve their English skills or get tutorial support from tutors trained in ESL instruction. Additionally, the Writing Center provides drop-in tutoring, when possible, to students who enroll in English 502, a non-credit, positive-hours lab. These students often work on their essays on the computers and then sign up for tutorial help from LIAs. The final stream of students comes from across the disciplines, due to the fact that the Writing Center is one of the campus printing-system locations where students may print papers for any class using their printing accounts.

The Writing Center computer lab was converted to 28 VDI computers in summer 2012. The ESL Lab has ten computers. For now, the ESL lab has two stations for listening and pronunciation practice and a television with DVD and VHS player in addition to the computers it maintains for student use.
The WC / ESL lab supports students from all disciplines and programs across the curriculum. In addition, the center offers courses for credit that support a range of specialized programs on campus. For example, the center has sections of 100L dedicated specifically to the STARS First Year Experience and Puente learning communities and supports students enrolled in the Academy for College Excellence (ACE), Reading and English Academic Learning (REAL), Extended Opportunity Programs and Services (EOPS), Disabled Student Services (DSPS), English as a Second Language (ESL) and Nursing and Allied Health programs.

In addition to the main-floor computer area, the Writing Center has three small classrooms for its section offerings of 100L, plus several staff offices. Joining other campus labs and centers, the WC / ESL lab has recently adopted the new timekeeping software, Polyhedral. This referral-based system allows the center to effectively track trends in student use and ensures students aren’t using the center when they should be attending another class. In addition, the OWL (Online Writing Lab) has expanded in recent years from serving only Distance Education students to serving students attending face-to-face classes as well [2C.12]. The demand for this service is increasing, and the Writing Center faculty believes that over time more students will come to use this service.

Finally, beginning in the Spring 2013 semester, all but a handful of English 100L labs will be delivered in a hybrid format, with one hour and twenty minutes of face-to-face instruction and 40 minutes of online lab time. The online portion of the curriculum will be delivered via Blackboard, and it will include a variety of assessments to measure student mastery over materials covered in the classroom. The hybrid model will allow the WC to continue to deliver the English 100L labs effectively, despite having recently lost two LIAs whose positions have been frozen. Further, since thousands of students at Cabrillo already use Blackboard for their other classes, this change brings the Writing Center up to date with other departments on campus that already use the software, and it will enhance the student learning opportunity by delivering curriculum in a digital format. Because the center is sensitive to the needs of DSPS students and others who, for whatever reason, might find an electronic curriculum challenging, one or two sections of English 100L will continue to be offered each semester in the traditional in-person format.

### B. THE INSTITUTION PROVIDES ONGOING INSTRUCTION FOR USERS OF LIBRARY AND OTHER LEARNING SUPPORT SERVICES SO THAT STUDENTS ARE ABLE TO DEVELOP SKILLS IN INFORMATION COMPETENCY.

#### Description

Assistance at the reference desk is provided in an instructive manner, with the goal of teaching students self-sufficiency in basic information competencies. These skills include knowing how to formulate an information need, identify appropriate information resources, use available information tools, evaluate retrieved information, and reference and cite retrieved information. Faculty librarians staff the reference desk all hours the library is open. The librarians answer in-person, phone and email reference questions, conduct library orientations, teach credit-bearing library courses, select materials for the collection and maintain web research guides. Librarians regularly translate student and faculty requests for materials into recommendations for library purchases. As part of the faculty evaluation process, students who have received assistance at the reference desk are asked to evaluate the quality and effectiveness of the service provided by librarians.

Library 10 is a transfer level, one-unit, self-paced course offered as a co-requisite with English 1A. This course teaches students how to access, evaluate and utilize information resources. Approximately 2,400 students a year enroll in Library 10. In 2010 the course was converted to a web-enhanced course, using the Blackboard learning management system for many online exercises and all student deliverables. This successfully eliminated a logistical barrier by no longer requiring students to come to the library to physically submit and retrieve every assignment they completed, which particularly benefited Distance Education students and those taking classes at the Scotts Valley Center. Although the process is managed by the Library 10 coordinator, librarians actively participate in collectively reviewing the print handbook and online elements used for the course every semester and meet regularly to assess the course’s effectiveness and set goals for improvement by using student evaluations and direct experiences with students. Four or five online sections of Library 10 are offered each spring and fall semester and a single online section is offered during summer sessions. Student evaluation data for Library 10 is available on the library intranet and is regularly used to inform the evolution of the course [2C.13].
Other library credit courses:

- Library 100, a basic skills level course first offered in spring 2011, originally funded by the STARS cohort program, but funded by the library beginning spring 2013.
- Library 10H, an Honors version of the L10 course, is being developed to be paired with the forthcoming English 1AH, which the library expects to offer in fall 2013.

In addition to the formal instruction program, librarians teach approximately 180 in-person course-related instruction sessions per year, reaching over 5,000 students in more than 25 subject areas [2C.14]. Working with individual course instructors, librarians prepare one or more sessions that introduce subject-specific online information resources, along with the concepts and tools necessary to explore information resources relevant to the course being taken. The content of these sessions also reinforces foundation skills such as critical thinking, effective searching skills and evaluation of resources. The sessions are reviewed every semester they are taught, and most were migrated in 2012 to the more dynamic LibGuides environment [2C.15]. These sessions are presented in the library’s electronic classroom and in classrooms across the Aptos campus and the Watsonville Center.

C. THE INSTITUTION PROVIDES STUDENTS AND PERSONNEL RESPONSIBLE FOR STUDENT LEARNING PROGRAMS AND SERVICES ADEQUATE ACCESS TO THE LIBRARY AND OTHER LEARNING SUPPORT SERVICES, REGARDLESS OF THEIR LOCATION OR MEANS OF DELIVERY.

Description

The library’s weekly hours of operation were reduced from 60 hours to 53 hours at the start of the recent economic difficulties, but were increased to 55 hours as of fall 2011. The library is now open during fall and spring semesters Monday-Thursday from 8 a.m. to 8 p.m. and Fridays from 9 a.m. to 4 p.m. The library’s virtual presence, the library website, was redesigned in 2010 to improve the usability of the information available via the library and to make it easier for users to find materials [2C.16]. The website design was modified again in early 2012 to better respond to ongoing student needs, and the site was relocated to the campus web server for improved security. In fall 2012 a website review task force was formed, to help confirm that the design was usable to students and enabled them to locate information tools and resources, with the goal of another design adjustment in 2013.

Many services are available to students remotely, including 29 online databases and 30,000 online electronic books, an email reference service with responses provided within 24 hours and the ability to complete transactions online such as applying for a library card, reviewing the status of checked-out items and renewing materials [2C.17].

The library’s services to the Watsonville Center grew considerably during 2010 and 2011. All books in the reserve and reference collection are now integrated into the Millennium system, allowing students to check out materials with the same system used at the Aptos campus and to search the Watsonville collection online. Library staffing includes having a consistent librarian assigned to all Watsonville Library 10 sections and a librarian working at the Watsonville Integrated Learning Center for ten hours weekly. Watsonville students also now have access to:

- A growing collection of required course textbooks for students to check out.
- A small collection of core reference books.
- A new circulating collection of high-interest, low-difficulty books targeting basic skills readers.
- Subscriptions to nearly a dozen current interest periodicals.

Beginning in 2009, the library began to actively promote the relocation and availability of Course Reserve textbooks to key areas where students needed them. This can be seen in the growth of the Watsonville center textbook collections mentioned above, the establishment of a textbook collection in the computer technology centers in Aptos and Watsonville for all courses in computer-related fields and the conversion of the Math Learning Center (MLC) textbook collection to the library’s Millennium system. Students can now use the library’s catalog to locate copies of their required texts no matter where they are located: in the library, at the Watsonville Center, at the Computer Technology Center, at the Scotts Valley Center, or at the MLC.

College learning-support services are available at both the Aptos campus and the Watsonville Center in several subject areas. There are dedicated centers in Aptos to support learning in math, writing, reading, English as a Second Language, physics and engineering and an integrated learning center in Watsonville that...
TABLE 11: AVAILABILITY OF LEARNING CENTERS TO STUDENTS

<table>
<thead>
<tr>
<th>Learning Center</th>
<th>Days Open</th>
<th>Hours open weekly</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTC – Aptos</td>
<td>7</td>
<td>70</td>
<td><a href="http://www.cabrillo.edu/services/ctc">www.cabrillo.edu/services/ctc</a></td>
</tr>
<tr>
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<td>60</td>
<td><a href="http://www.cabrillo.edu/services/ctcwatsonville">www.cabrillo.edu/services/ctcwatsonville</a></td>
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<tr>
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<td>5</td>
<td>56</td>
<td><a href="http://www.cabrillo.edu/services/watsonville/tutors.html">www.cabrillo.edu/services/watsonville/tutors.html</a></td>
</tr>
<tr>
<td>Library</td>
<td>5</td>
<td>55</td>
<td><a href="http://www.cabrillo.edu/services/library">http://www.cabrillo.edu/services/library</a></td>
</tr>
<tr>
<td>MLC</td>
<td>6</td>
<td>46</td>
<td><a href="http://www.cabrillo.edu/services/mlc">http://www.cabrillo.edu/services/mlc</a></td>
</tr>
<tr>
<td>MESA</td>
<td>6</td>
<td>62</td>
<td><a href="http://www.cabrillo.edu/services/mesa">www.cabrillo.edu/services/mesa</a></td>
</tr>
<tr>
<td>PLC</td>
<td>4</td>
<td>36</td>
<td>Being developed</td>
</tr>
<tr>
<td>Reading Center</td>
<td>5</td>
<td>36.5</td>
<td><a href="http://www.cabrillo.edu/academics/reading">www.cabrillo.edu/academics/reading</a></td>
</tr>
<tr>
<td>Tutorials</td>
<td>5</td>
<td>40</td>
<td><a href="http://www.cabrillo.edu/services/tutorials">www.cabrillo.edu/services/tutorials</a></td>
</tr>
<tr>
<td>Writing Center</td>
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<td>44.5</td>
<td><a href="http://www.cabrillo.edu/services/writingcenter">www.cabrillo.edu/services/writingcenter</a></td>
</tr>
</tbody>
</table>

supports all instructional areas. In addition, learning support services are provided through a tutorials program and through several grant programs that provide support in various subjects, including chemistry, biology, allied health and early childhood education. There is a specialized lab/classroom in the Computer Technology Center on the Aptos campus for assistive technology with software, hardware-accessible workstations and CCTV. There are specialized workstations with appropriate software/hardware available at the Integrated Learning Center (ILC) in Watsonville, the Writing Center, the Reading Center and the Math Learning Center (MLC).

Beginning in 2012, the learning centers are largely moving to fairly standardized core open hours of Monday-Thursday 9 a.m. to 6 p.m., to improve the predictability of these services for students who use them.

D. THE INSTITUTION PROVIDES EFFECTIVE MAINTENANCE AND SECURITY FOR ITS LIBRARY AND OTHER LEARNING SUPPORT SERVICES.

Description

A First Alarm system protects the library and all college facilities including areas with learning support services, and 3M magnetic detection gates with magnetic tagging protect the library collection from theft. All primary equipment and software are supported by ongoing maintenance agreements. The library’s laptop computers and iPads are additionally kept in a locking metal cabinet, cabled to a bookshelf, for additional security. The laptops at the Watsonville Center are kept in a locked, supervised room.

E. WHEN THE INSTITUTION RELIERS ON OR COLLABORATES WITH OTHER INSTITUTIONS OR OTHER SOURCES FOR LIBRARY AND OTHER LEARNING SUPPORT SERVICES FOR ITS INSTRUCTIONAL PROGRAMS, IT DOCUMENTS THAT FORMAL AGREEMENTS EXIST AND THAT SUCH RESOURCES AND SERVICES ARE ADEQUATE FOR THE INSTITUTION’S INTENDED PURPOSES, ARE EASILY ACCESSIBLE AND UTILIZED. THE PERFORMANCE OF THESE SERVICES IS EVALUATED ON A REGULAR BASIS. THE INSTITUTION TAKES RESPONSIBILITY FOR AND ASSURES THE RELIABILITY OF ALL SERVICES PROVIDED EITHER DIRECTLY OR THROUGH CONTRACTUAL ARRANGEMENT.

Description

The Library provides interlibrary loan services through its formal agreements with the regional library cooperative MOBAC (Mon-
ttery Bay Area Cooperative Library System), a sub-group of the larger PLP (Pacific Library Partnership) system [2C.18]. The MOBAC libraries are currently initiating a cost-benefit analysis of membership in PLP, to determine whether to remain within the larger group or return to former status as a local independent group. Use of the interlibrary loan service has dropped in recent years, largely due to the increase of materials available online. Although now a fairly small service, the interlibrary loan service provides an important philosophical expansion of the collections available to Cabrillo students. The library has a separate agreement with the University of California at Santa Cruz (UCSC) that allows short-term borrowing privileges at the UCSC library to qualified Cabrillo students and instructors. Librarians are in regular contact with Cabrillo instructors of honors courses, as their students are the most frequent users of this service [2C.19].

Evaluation

The College meets the standard. Library and learning support services are of sufficient quality, currency, depth and variety to provide appropriate resources for educational offerings, regardless of location or means of delivery. Instruction is provided for students to develop skills in information competency. The library and learning centers are consistently among the top-rated services in student satisfaction surveys. The library provides a dynamic learning environment, continuously evaluating its information resources through annual surveys and feedback from students and faculty, and expanding the reach of its services by establishing a robust and growing Watsonville Center presence, as well as a full complement of services to remote users. The learning centers are actively evolving and adapting to the changing needs of students and changing budget realities. In addition, the increasing level of cooperation and sharing among the learning centers will help maintain high levels of student service in spite of constrained resources.

2. THE INSTITUTION EVALUATES LIBRARY AND OTHER LEARNING SUPPORT SERVICES TO ASSURE THEIR ADEQUACY IN MEETING IDENTIFIED STUDENT NEEDS. EVALUATION OF THESE SERVICES PROVIDES EVIDENCE THAT THEY CONTRIBUTE TO THE ACHIEVEMENT OF STUDENT LEARNING OUTCOMES. THE INSTITUTION USES THE RESULTS OF THESE EVALUATIONS AS THE BASIS FOR IMPROVEMENT.

Description

All library and learning support services participate in the College’s program planning processes including SLO assessment. This involves the preparation of a self-study and review by the Council for Instructional Planning (CIP). The outcomes of this process not only assist with identifying service needs and directions but also aid in overall resource allocation and institutional planning.

The library participates independently in the instructional planning process, with the most recent plan submitted in February 2012. Evaluation of the library’s services for this plan took place during 2011 and involved numerous staff meetings, discussions and explorations of possible changes along with assessment of SLOs. Both user surveys and direct observations contributed to the identification and prioritization of future directions for the library [2C.20].

The library has surveyed its users most fall semesters since 2005 with a Library User Survey [2C.21]. The survey questions are reviewed annually, with several questions modified periodically to assess the impacts of major changes and other areas of need. The 200-plus results received annually are tabulated and reported at a subsequent library department meeting, with any significant issues and trends discussed and identified for potential changes to services or policies. Examples of services changed resulting from survey responses include the expansion of Friday open hours, an increase in student computers, the installation of word-processing software on all student computers and an increase in electrical outlets available to students. The survey has included questions asking students to assess themselves on the four campus core competencies. Having collected this self-assessment data for several years, the library is now working with the campus SLO coordinator to reorient the library around overarching Administra-
tive Unit Outcomes for its primary services, which should provide a less subjective evaluation of efficacy [2C.22].

In the 2010 Campus Climate Student Survey, the Library was the third-highest rated campus service, with 48 percent of respondents rating the library as “excellent” [2C.23]. In the Faculty Accreditation Survey of Fall 2011 over 89 percent of the responding Cabrillo faculty agreed or strongly agreed with the statement that “the Library’s support for instructional programs contributes to student learning outcomes;” over 77 percent agreed or strongly agreed with the statement that “the library collection has enough breadth to meet the needs of my students;” and over 84 percent agreed or strongly agreed with the statement that “in general, the library is sufficiently responsive to faculty input” [2C.3].

All library courses include student-learning objectives. For the primary course, Library 10, SLOs have been tracked annually beginning in Spring 2010 and the results are discussed the following semester [2C.24]. The Library 10 course has been modified as a direct result of these measurements, including increasing the frequency of citation exercises and instituting drop-in study sessions prior to major exercise deadlines. Evaluation data from Library 10 students is available at the Cabrillo Library Staff Intranet [2C.25].

Description

In 2011 the library director initiated regular meetings with the heads of all the learning centers sharing the building to provide a forum for sharing ideas and building a climate of shared resources. These meetings have been instrumental in helping evolve these services to be much more responsive to student needs. All of these learning centers are now using the same online system for student intake (Polyhedral), are gravitating toward standardizing their open hours and regularly offer — and use — the study rooms and tables in each of their areas to each other, as their daily or weekly needs ebb and flow. In fall 2012 the group initiated a remodel of the central shared space, removing all of the central fabric walls that formerly blocked line of sight to the centers. This remodel has resulted in a much more inviting space for student tutoring, and more students are taking advantage of the areas that are now visible. A central information desk, staffed by personnel from all the centers, is scheduled to be installed this year, providing an easy initial point of contact for students needing assistance.

Computer Technology Centers (Aptos & Watsonville)

The computer technology centers are part of the Information Technology Department’s Technology Plan and Program Review [2C.26]. The most recent plan was submitted in February 2012. The results of the 2010 Cabrillo College Climate Student Survey showed the Open Access Computer Lab rated 4.19, with a rating of five being “excellent.” Ninety eight percent were “satisfied” with their overall experience of the computer labs [2C.23]. In Spring 2012, the CTC conducted a student survey to assess Student Learning Outcomes and to help gauge students’ views on how the CTC can improve services [2C.27]. The results were discussed with staff in a May staff meeting. The results of the survey indicated that 98.2 percent of respondents rated the CTC service overall as either excellent or good. 96.1 percent rated good or excellent the equipment availability and the hardware functionality. Some 86.6 percent rated the staff assistance as good or excellent.

The following items were recommended for consideration as a result of the survey:

- Many students asked that the Adobe products be made available to all students—even those not taking DM classes. This is a strong possibility in future semesters.
- In an effort to make more bulletin-board space available for job postings, student elections and other Cabrillo information that serves students, an additional large white board will be made available.
- The survey responses from some students requesting that the CTC have more plants in the lab were accommodated in fall 2012.
- Due to the budget cuts, the many survey respondents who requested more open CTC hours/days and more teaching assistants could not be accommodated.

In fall 2011, a Watsonville Center Computer Lab Student Survey was made available in both English and Spanish to students of the WCTC. Among other results, 100 percent of the respondents to the Spanish version of the survey and 94.9 percent of respondents to the English version said they used the lab for class assignments. Furthermore, 68 percent of the respondents to the Spanish version of the survey and 54 percent of the respondents to the English version rated the lab as “excellent” in response to being open when the student needed it [2C.28].
Integrated Learning Center (Watsonville)

The ILC utilizes a variety of evaluation mechanisms for its services. In the English 100L groups, students complete a written evaluation of the lab, its content and the LIA presentation. These evaluations are read both by the LIAs and by the faculty coordinator to get ideas about how to improve both the content and the delivery of that curriculum. Students who participate in Supplemental Instruction complete mid-semester and end-of-semester evaluations about how the groups are working or not working for them. The Math LIA and faculty coordinator read these evaluations to gauge overall effectiveness of the sessions and to help support the student SI facilitators continue to grow. Each semester the ILC also offers drop-in tutoring evaluations to students receiving tutoring. These evaluations offer general feedback on specific tutors with whom students worked, as well as programmatic feedback. Again, the LIAs and the faculty coordinator read these and work with the student tutors to provide more specific evaluation. The ILC is included in the Watsonville Center program plans [2C.29]. In both the 2008 and 2010 Campus Climate Student Surveys, the ILC was the highest rated campus service, with 56 percent of respondents rating the ILC as “excellent” in 2010 and 62 percent doing so in 2008.

Math Learning Center

The MLC was included in the Math Department program plan, submitted in 2010 [2C.30]. In both the 2008 and 2010 Campus Climate Student Surveys, the MLC was the second-highest rated campus service, with 53 percent of respondents rating the MLC as “excellent” in 2010 and 60 percent in 2008. A student tutor worksheet evaluation is provided for new student tutors, at the pre-calculus level, to determine whether the student is ready to tutor math in the MLC. Training includes an onsite tutor orientation and training and evaluation through Math 158T, Preparation for Tutoring Mathematics. The version of Math 158T used by the MLC for training targets college student remedial mathematics, as opposed to sending students to offsite elementary schools to tutor mathematics as is the practice in other Math 158T sections. This class is an integral part of the MLC student-tutor experience and is required by the state. Evaluation is conducted through student tutor monitoring, especially with tutoring sessions that last for more than 15 minutes. When a tutoring session lasts for more than 15 minutes, the LIAs and/or Math Academic Specialist visit sessions to help and advise tutors, or confirm that the session is proceeding well. LIAs are evaluated annually and given feedback on their performance with respect to their job description and annual goals set with MLC director.

MESA (Mathematics, Engineering & Science Achievement) Program

MESA is included in the campus instructional planning process, with the last plan submitted in 2008 [2C.31]. Services are evaluated through surveys given to students in the Center, which are always available online [2C.32]. Focus groups are also convened periodically. Other mechanisms have been developed in program planning, such as tracking students who apply for internships and scholarships and evaluating student behavior at the beginning and the end of the semester in academic excellence workshops. Evaluations note student maturity in the subject and skills during group interaction. Results from the surveys over the past eight years have led to a sustained effort in finding a larger space for the Study Center by spring 2013. Evaluations have led to modification of policies and hiring decisions for student assistants. Focus group results have informed the design of grant activities. Information from the rubrics completed in the academic excellence workshops has improved the training for workshop leaders.

Physics / Engineering Learning Center

The PLC was included in the Physics Department Program Plan, submitted in 2012 [2C.33]. There is no formal evaluation process for the PLC. However, the department chair oversees the PLC and is in constant contact with students and tutors. Since the tutors are all taking the Physics 4 series, faculty interact with them on a daily basis.

In the past, the PLC has done surveys, both formal and informal. The first tutor meeting of the semester always includes an evaluation of the gems (things that went well) and opportunities (things that can be improved) from last semester. Instructors often include a question on class evaluations about the PLC and how it can be improved. The results have always been fairly consistent, with suggestions for improvement mostly centered on increasing the size and hours of the PLC. Examples of improvements that have been made as a result of student feedback include scheduling more early-afternoon tutors, making the tutors more visible, including more and earlier weekly answer keys and including more hands-on components to the weekly PLC assignments.
Reading Center

Both the Aptos and Watsonville Reading Centers were included in the Reading Department Program Plan that was approved in April 2011 [2C.34]. Student evaluations of the lab director are conducted periodically, and feedback from students is collected continuously on a day-to-day basis. The Reading Department faculty consults outside research data on basic skills instruction, as well as results from the departmental revolving cycle of assessment of Student Learning Outcomes, in an effort to keep the Reading Center current and effective. Basic Skills as a Foundation for Student Success in California Community College Research indicated basic skills students require a high degree of structure. As a direct result of these findings, the Reading Center has changed many of the assignments in the Reading Lab to create more structure, such as requiring three one-on-one meetings with the instructor over the course of the semester and creating daily work logs.

Tutorial Program

The Tutorials Center always participates in the program planning process, with the most recently submitted plan in January 2013 [2C.35]. In addition, staff is working with Planning and Research to study the effectiveness of the Tutorials Program. Tutors and programs are evaluated and service improvements are based on collected data trends. The Tutorials Center has worked to include (or retain) many subjects to offer through tutoring, while also working on a shrinking budget. While most of the students are taking classes in Career Technology Education (CTE) programs, Tutorials remains committed to providing services in general-breadth subjects as well. Further collaboration with academic programs and other support services remains a high priority.

Some examples of program improvements planned for the near future include:

- Integration with other tutoring center login system.
- Open human skeleton lab.
- More access to online resources.
- Increased promotion of other tutorials and study centers.

Writing Center/ESL Lab

As an extension of the English Department, the Writing Center was included in the last English Department plan, which was written in 2010 [2C.36]. Student evaluations of the English 100L classes are conducted at the end of each semester, and the LIAs who instruct those classes are evaluated annually. Instruction methods for the English 100L classes are currently being evaluated, with a possible hybrid online approach being considered. With the loss of a full-time director in 2011, management of the Writing Center has been in flux in recent years. With a new director expected in 2013, a more formalized service evaluation process should be implemented.

Evaluation

The college meets the standard. The library and learning centers all actively participate in campus program planning processes and continuously review and adapt services as required by student needs and student feedback. The increased focus on responsiveness to demonstrated student needs has increased the appreciation for student surveys and other feedback mechanisms, which provide a strong reality check to staff perceptions of assumed student needs.

PLANNING AGENDA

None.
REFERENCES

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[2C.2] Learning Center Statistics — Fall 2010 — Spring 2011, Computer users, all centers
[2C.3] Accreditation Survey, Fall 2011, Faculty Responses
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[2C.9] Institute of HeartMath, Education Applications, Test-Taking
[2C.10] Physics Applets
[2C.12] Online Writing Lab website
[2C.14] Course-Related Instruction Statistics — Library
[2C.15] Course-Related Instruction Sessions
[2C.16] Library Website
[2C.17] Library Circulation Services and Borrowing Information
[2C.18] MOBAC Website
[2C.19] UCSC Privileges for Cabrillo Students and Faculty
[2C.21] Library Services Survey Results, Fall 2011
[2C.22] Email from Library Director to SLO Coordinator, May 11, 2012
[2C.23] Campus Climate Student Survey, 2001 — 2010
[2C.24] Library Services Assessment Analysis Form, Fall 2011
[2C.25] Library Staff Intranet
[2C.26] Program Review, Information Technology Department, 2012
[2C.32] MESA Tutor Evaluation form
[2C.33] Program Plan, Physics, 2012
[2C.34] Program Plan, Reading, 2011
Standard 3: Resources

The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.
1. The institution assures the integrity & quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience to provide and support these programs & services.

The College assures that the qualifications for each position are closely matched to specific programmatic needs by administrative review. For faculty positions, once a position has been recommended through program planning and the faculty prioritization process, the College adheres to the defined minimum qualifications established by the State of California Community College Chancellor's office. This includes the qualifications of faculty involved in offering Distance Education. For administrative positions, the component head reviews the scope of responsibility and, in consultation with Human Resources, determines the appropriate qualifications. There is a classification review process for classified positions that are new or revised, designed to align positions properly based on their scope of responsibility and to provide consistency within the organization. Once hired, all employees go through a defined evaluation process (detailed later in this section) to ensure their ability to perform the job as required. Because of this careful review, the institution's personnel are sufficiently qualified to guarantee the integrity of programs and services.

A. Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

“Learning is not attained by chance, it must be sought for with ardor and attended to with diligence.”
- Abigail Adams
Description

Constituent group representatives, including administration, faculty, and classified staff, were involved in a collaborative process to develop the procedures and guidelines for hiring of personnel. Hiring criteria are determined by the appropriate board policy and administrative regulation [3A.1], which varies for hiring of faculty, classified and administrative personnel.

Program planning drives the faculty hiring process; all positions that are to be filled at the College are based on documented needs that arise in a program plan. As part of the program planning process, departments report when they need additional contract faculty. Faculty members are involved in the selection of new faculty and serve as the majority of voting members on search and selection committees. A minimum of three contract faculty members serve on the hiring committee, including at least one who is qualified in the discipline. It is desired that all three faculty teach in the discipline, or, when not feasible, in a related subject area. In addition, the committee chair is typically a contract faculty member.

There are processes in place to determine that well qualified applicants are hired. As part of the employment application process, applicants for faculty positions must submit an application, a cover letter that states how they meet the qualifications, a job-related resume, verification of educational qualifications (e.g. transcripts), job-related letters of recommendation and a brief statement responding to a specific question(s). These materials are compiled by Human Resources and reviewed by search and selection committee members who use the college screening form to rate each applicant.

Since contract faculty members comprise the majority of members on the committee, they are best equipped to determine if applicants have the required knowledge of the subject matter based on the applicant’s interview and teaching demonstration. The number of faculty with experience teaching Distance Education or traditional courses with some web-based component (some of which are called “hybrid” courses) is growing and is part of the pool that participates on hiring committees. Committee members carefully develop job-related questions, which solicit the depth and breadth of knowledge, skills and abilities that an applicant possesses. In addition, the Human Resources Department reviews and approves the job-related questions to ensure they are based on bona fide occupational qualifications that relate to the teaching assignment.

The employment opportunity announcement is a tool used to define the requirements for a complete application. If Distance Education teaching experience is desired or required, it is noted as such in the employment opportunity announcement. The screening and interview process allows the committee to evaluate and assess an applicant’s education, experience, knowledge, skills and abilities. The committee first assesses the applicant’s written materials and rates the application materials received. If the applicant is selected for an interview, the applicant is asked job-related questions. In advance of an in-person interview, applicants are provided the topic for a teaching demonstration so they can come prepared with appropriate demonstration materials. The teaching demonstration is part of the interview process, which is an additional method the committee uses to assess the applicant’s teaching abilities. Generally, faculty are not hired exclusively to teach Distance Education or online, although that could be an option for a teaching assignment. If online expertise is indicated as a desired skill, examples of online course materials, student feedback and course evaluations would be appropriate for the interview. Committee members also use the College’s interview rating form to rate each applicant’s response to interview questions and the teaching demonstration. The committee discusses all the applicants interviewed and makes a recommendation of finalists for hire to the component vice president.

As a dynamic and diverse college, Cabrillo is dedicated to helping students achieve their academic, career and personal development goals. The interview process helps to clarify an applicant’s candidacy for employment. Interview questions are also developed to assess a candidate’s ability and willingness to embrace diversity and the candidate’s potential for ensuring that students achieve their goals and contributions outside of the classroom.

Employment opportunities are advertised using a variety of resources. The Human Resources (HR) Department posts employment opportunities on the HR webpage [3A.2] along with downloadable application materials. Positions are also advertised on a variety of other websites such as santacruzjobs.com, higheredjobs.com, www.cccregistry.org/jobs/index.aspx and www.hercjobs.org/northern_california. Employment oppor-
tunities are also advertised in local newspapers and in selected publications such as the *Chronicle of Higher Education*. Specialty online publications are also used to target applicants in discipline-specific areas such as nursing, biology and mathematics. Email list-serves are used to advertise positions through the State of California Chancellor’s Office through the California Community Colleges Registry (CCC Registry), higheredjobs.com and the California Community College List Serve. In addition, the Human Resources department distributes announcements to educational institutions (California Community Colleges, California State Universities and University of California campuses), local businesses and targeted job fairs.

Applicant qualifications are verified by official documentation such as transcripts, credentials, licensure and certification. Prior employers verify work experience. Teaching demonstrations are required for faculty positions, and performance exercises may be administered for classified positions to ensure that applicants possess specific skills (e.g. writing skills, use of word processing equipment and various software programs). In addition, applicants may be tested through the County of Santa Cruz for Spanish proficiency if a position requires or desires bilingual or bi-literate skills.

To verify the equivalency of degrees from non-U.S. educational institutions, Cabrillo requires that the applicant provide an official translation of non-U.S. education in order to determine equivalency to U.S. standards. Applicants are referred to the website for the *National Association of Credential Evaluation Services (NACES)* [3A.3], an association of private foreign educational credential evaluation services committed to formulating and maintaining ethical standards in the field of foreign education evaluation.

Applicant pools generally yield highly qualified applicants; however, in the event that there are insufficient applicants or a limited applicant pool, the recruitment period may be extended. This allows additional recruitment and advertising, which may significantly enhance the applicant pool. Cabrillo is able to assess the competence of new personnel and determine if the hiring process yielded qualified employees through the evaluation process. The institution has written criteria for systematically evaluating its personnel at stated intervals as prescribed by collective bargaining agreements, the confidential employee handbook and administrative regulations.

A variety of safeguards ensure that hiring procedures are consistently applied, including the following:

- The Human Resources Department oversees the hiring proceedings — a process that includes but is not limited to compiling all application materials received, preparing materials for committees to screen and interview and reference-checking once applicants are recommended for hire.
- The Human Resources Department provides search and selection committee chair training.
- Search and selection guidelines and administrative regulations [3A.1] assure fairness and consistency in treatment of all applicants, resulting in an effective and legal hiring process.
- The Human Resources Department works to ensure that committees are aware of their responsibility, which includes providing fair and equal treatment to all applicants and assuring unbiased participation and confidentiality.

**B. THE INSTITUTION ASSURES THE EFFECTIVENESS OF ITS HUMAN RESOURCES BY EVALUATING ALL PERSONNEL SYSTEMATICALLY AND AT STATED INTERVALS. THE INSTITUTION ESTABLISHES WRITTEN CRITERIA FOR EVALUATING ALL PERSONNEL, INCLUDING PERFORMANCE OF ASSIGNED DUTIES AND PARTICIPATION IN INSTITUTIONAL RESPONSIBILITIES AND OTHER ACTIVITIES APPROPRIATE TO THEIR EXPERTISE. EVALUATION PROCESSES SEEK TO ASSESS EFFECTIVENESS OF PERSONNEL AND ENCOURAGE IMPROVEMENT. ACTIONS TAKEN FOLLOWING EVALUATIONS ARE FORMAL, TIMELY & DOCUMENTED.**

**Description**

Performance evaluations provide the College with a tool to document an employee’s work performance, ensuring that the employee’s performance meets standards and expectations of the assignment. The process affords an opportunity to identify goals and objectives for professional growth that results in institutional effectiveness and, when necessary, performance improvement. This improvement is documented through follow-up evaluations.

Performance evaluations are conducted for contract and adjunct faculty, classified and confidential-designated employees and
The frequency of performance evaluations is defined in the faculty (CCFT) [3A.4] and classified (CCEU) [3A.5] collective bargaining agreements and in the confidential handbook [3A.6]. There is an administrative regulation (AR) for administrative management personnel [3A.7] and there is also an AR which outlines the evaluation process for the College Superintendent / President [3A.8].

All faculty, classified, confidential and classified administrative employees have a defined probationary period. Evaluation timelines are defined in the faculty (CCFT) and classified (CCEU) collective bargaining agreements, confidential handbook, or administrative regulations.

For faculty, there is an evaluation process for contract (probationary/tenure track) and regular (tenured) faculty [3A.4]. Criteria used for the evaluation of faculty include areas such as: classroom performance, online courses, students, colleagues, professional growth and responsibilities, special assignments and reassigned duties. All of the methods used to evaluate traditional courses are in place to evaluate Distance Education and hybrid courses (e.g., traditional courses with some web-based component): peer observation (the peer evaluator is given access to the website and instructor emails to ascertain “regular and effective contact”), student evaluations and the final dean’s evaluation which can note areas of improvement or the need for professional development. Faculty also has a self-evaluation process [3A.9], and additional input is solicited from peer evaluations, students, classroom or work site observations and supervisory observation [3A.1], [3A.4]. If a faculty member’s work is less than satisfactory, the administrator will make a recommendation and request a reevaluation or an administrative evaluation of probationary faculty. If remediation is required, a written plan with established timelines is prepared, focusing on area(s) needing improvement, and the appropriate administrator works constructively with the faculty member to encourage performance improvement. Additional evaluation(s) for regular full-time faculty can be done if there is an issue identified that is significant or compelling during an off-cycle evaluation period. For classified employees, any negative evaluation shall have attached documentation and shall include specific recommendations for improvement and provisions for assisting the employee in implementing recommendations made [3A.5]. Additional evaluations for classified employees may be requested for sound and justifiable reasons when the employee is not meeting job performance expectations, which include effectiveness in performing duties.

Faculty, staff and administrators are given a copy of the completed performance evaluation and a copy is placed in the employee’s personnel file in the Human Resources department. All personnel files are maintained in a secure office environment.

The goal of all employee performance evaluations is to provide timely feedback regarding job performance and to identify and promote improvement or professional development [3A.4], [3A.5]. Administrative personnel receive an annual evaluation by the end of each fiscal year. Every three years administrative employees receive a comprehensive evaluation that provides a vehicle for feedback from the administrator’s direct reports, as well as others consisting of management, staff and faculty. AR2090 was recently updated to reflect the current comprehensive evaluation process [3A.7].

C. FACULTY AND OTHERS DIRECTLY RESPONSIBLE FOR STUDENT PROGRESS TOWARD ACHIEVING STATED STUDENT LEARNING OUTCOMES HAVE, AS A COMPONENT OF THEIR EVALUATION, EFFECTIVENESS IN PRODUCING THOSE LEARNING OUTCOMES.

Description

In May 2007, faculty ratified a change to the self-evaluation instrument in the CCFT contract that requires faculty to reflect on how Student Learning Outcomes SLOs affect teaching and how faculty members can become more effective at producing the desired learning outcomes. One of the items in this self-evaluation states, “In terms of classroom instruction*, including the assessment of Student Learning Outcomes, what have you learned about student needs, issues and your own teaching? How will you implement what you learned?” The asterisk (*) indicates that faculty members who are not in the classroom should interpret the question as it relates to their assignments [3A.9]. By including this in the self-evaluation, all faculty members must identify the extent to which they are participating in the SLO process and the degree of effectiveness of the SLOs, whether they are teaching in traditional classroom mode or Distance Education.

Faculty develop SLOs, which are edited and approved by the curriculum committee and division deans. All new and revised curriculum submitted to the College Curriculum Committee is reviewed.
by the SLO subcommittee before approval. This subcommittee requires that SLOs be a part of each course outline. If a course is to be taught for the first time in Distance Education mode, this change must also be approved by the curriculum committee, and all the regular standards for traditionally delivered courses are applied. The content review subcommittee also ensures that all sequential courses are linked, so that a student must master the topics in the first course in a sequence in order to be successful in the next course [3A.10].

The results of SLOs are assessed every semester at the departmental level as a part of the program planning process, in order to measure and improve effectiveness. Full-time faculty members are required to participate in this discussion and adjunct faculty are strongly encouraged to participate. Each department submits strategies to improve student success as assessed with regard to the effectiveness of SLOs. As a result of these discussions, several departments have made changes to teaching methodologies, course content and sequencing. Changes include content updates as well as using different methods to teach courses, including online and hybrid courses [3A.11]. The Staff Development Committee has assisted in this process by allowing departments to schedule Flex activities [3A.12] that include evaluation of department course SLOs. The Staff Development Committee and the Teaching and Learning Center (TLC) also offer Flex activities and workshops designed to support faculty who teach Distance Education classes. These classes are distributed throughout the divisions and departments rather than having a separate administrative and staffing process. Faculty support for those teaching Distance Education and hybrid classes is centralized in the TLC.

The Outcomes Assessment Review Committee (ARC), chaired by the SLO coordinator, is the group that looks at SLO and AUO (Administrative Unit Outcomes) [3A.13] assessment results for the entire college. This subcommittee of the Faculty Senate is a campus wide representative group that serves as the center of the College’s assessment process, collecting assessment results from each area of the school, analyzing them and reporting back to the campus at large.

Each component of the College, divided into sectors, assesses how it individually contributes to student mastery of the College’s institutional learning outcomes or core competencies. The sectors include transfer and basic skills instruction, occupational programs, the library, Student Services and Administrative Services (Business Services, the President’s Office and non-instructional portions of Instruction such as division offices).

These assessments [3A.14] are part of each sector’s regular departmental planning process. Results are recorded and discussed within departments and then within the sector. For example, an academic program’s assessment results become part of the department’s program plan, which is then discussed by the Council for Instructional Planning. The role of tutors and other faculty and staff involved in instructional support are included in the discussions of SLOs, which include support of Distance Education students.

**D. THE INSTITUTION UPHOLDS A WRITTEN CODE OF PROFESSIONAL ETHICS FOR ALL OF ITS PERSONNEL.**

**Description**

The atmosphere at Cabrillo is conducive to a collegial and professional work environment. There are numerous publications that address professional standards and ethical behavior to support this standard. The Cabrillo College Governing Board Code of Ethics [3A.15] is found in board policy and specifically addresses ethical standards for the Governing Board, as well as policies for all Cabrillo employees, including: conflict of interest [3A.16], anti-nepotism [3A.17], unlawful discrimination and/or harassment allegations [3A.18], search and selection procedures [3A.1], and drug and alcohol policy [3A.19]. The Faculty Resource Guide [3A.20], the CCFT contract [3A.5] and the CCEU contract [3A.6] also address ethics and conduct issues, which pertain to instructors teaching Distance Education courses as well as in the traditional mode.

**Evaluation**

The College meets the standard. College hiring procedures follow detailed regulations, from both District policy and state regulations. Guidelines for hiring of personnel were developed by campus constituent representatives, including the Governing Board, administration, faculty and classified employees. All District hiring procedures, including the advertising of positions, formation and training of hiring committees and the interview process, are designed to ensure that qualified personnel are hired. Instructional program planning drives the faculty hiring process. All faculty positions that are to be filled at the College are based on documented needs that arise in program plans.
The College has made faculty assessment of Student Learning Outcomes (SLOs) a component of every faculty member’s evaluation process. There is a Code of Ethics for the Governing Board and there are numerous related policies for staff, faculty and administration in a variety of publications.

2. THE INSTITUTION MAINTAINS A SUFFICIENT NUMBER OF QUALIFIED FACULTY WITH FULL-TIME RESPONSIBILITY TO THE INSTITUTION. THE INSTITUTION HAS A SUFFICIENT NUMBER OF STAFF AND ADMINISTRATORS WITH APPROPRIATE PREPARATION AND EXPERIENCE TO PROVIDE THE ADMINISTRATIVE SERVICES NECESSARY TO SUPPORT THE INSTITUTION’S MISSION AND PURPOSES.

Description

The 2008-11 College Master Plan [3A.21] lists as one of its objectives “Recruit, retain and support a diverse, well-qualified faculty and staff.” As part of this objective, the College has expanded its online recruitment resources and updated the way job-interest cards for academic and staff positions are distributed and collected. The 2008-11 College Master Plan also includes a goal of refining the classified prioritization process. However, the College has not initiated the classified prioritization process for the last several years due to budget constraints, reductions and a lack of applicable parallels to the faculty prioritization process. Review of the process found that measures to prioritize the need for (as an example) custodians, network administrators or lab technicians are not as uniform as those used to prioritize the need for math, communications or criminal justice instructors. Instead, the College used a “managed hiring process” to evaluate vacant positions and determine critical vacant positions to fill. This process encompasses the need for administrative and support staffing in all areas, including support of the Distance Education program. In light of the current budget situation at Cabrillo, the College has worked to redesign work-flow processes, when possible, to create efficiencies.

In order to advise administration decision-makers on how to best serve students while facing significant budget reductions, two new groups have been created:

• The Program Reduction / Elimination Task Force [3A.22] develops numerical criteria to rank academic/instruction programs. The task force’s recommendations are advisory to decisions regarding reduction and elimination of academic programs and are reviewed by the Faculty Senate before information goes to the CPC.

• The Services and Program Reduction Advisory Committee (SPRAC) [3A.23] is a subcommittee of CPC set up to gather information on impacts that may have been overlooked resulting from decisions on the reorganization of programs and/or reduction of services involving classified staff. SPRAC committee reports are advisory to the CPC.

The table on the following page lists the Full-Time Equivalent (FTE) employees in several categories. The number of employees in almost every category has decreased over the last several years as the state budget situation has worsened, and the College has had to make decisions about which services are essential to the College mission and how to continue to provide those services with the resources available. For example, while tutoring is an essential service, fewer hours of drop-in tutoring might be available and more students may need to make appointments for one-on-one assistance. As part of the program planning process, each department assesses its effectiveness, which includes gathering student feedback and responding to the needs expressed.

Faculty

As a result of program planning every fall, every department considers the need to request a new contract faculty hire, which may include the need for expertise in Distance Education. Departments requesting a new faculty position must submit the request to the vice president of instruction by a specified deadline. Those departments are then scored on a rubric that is agreed on by the Faculty Senate, resulting in a numerical ranking of requested positions. The Faculty Senate, as well as the Instructional Administrators Council (IAC), which is comprised of instructional deans and the library director, look at the quantitative data and listen to presentations from the departments that have applied for new positions. Both groups then submit a prioritized list of faculty hires to the vice president of instruction. Taking into consideration the prioritized lists from both groups, the vice president of instruction submits a final prioritized list to the superintendent/president along with the rationale for each position, which is taken to the
Governing Board for information. The board information item also includes the three other ranked lists: the one based on quantitative data and both lists from the Faculty Senate and IAC.

Requests for faculty positions in the Student Services component are also brought forward to the superintendent / president and then brought to CPC. Based on budgetary projections provided by the Business Office, as well as the state-mandated faculty obligation number (FON), the superintendent/president then recommends to the Governing Board the number of contract faculty to be funded for the following academic year. Cabrillo has generally been above the FON for the last decade; however, given recent faculty retirements, the College is currently at the exact FON for 2012 [3A.25a], [3A.25b].

In 2007, Cabrillo instituted a decentralized process for hiring adjunct faculty in which applications are accepted and kept on file until a hire is needed, which has streamlined the adjunct faculty hiring process. In the full-time faculty hiring prioritization process, points are awarded to departments that can demonstrate the unavailability of adjunct faculty, as shown by course cancellations and/or utilization of a full-time temporary contract. In the 2012 faculty position prioritization process [3A.26], only one department requesting a position was awarded points for unavailability of adjunct faculty.

**Classified Support Staff**

The College Cabinet, comprised of the three component vice presidents and the president, conducts a regular review of classified vacancies. This process involves review of vacant positions and determines whether the position will be filled, frozen and/or eliminated. As previously referenced, the classified prioritization process has not been utilized since 2008 due to budget limitations to fund new College support staff positions. According to 2011 CCEU meeting minutes [3A.27], classified employee leadership expressed interest in reactivating the classified prioritization process in an effort to address classified staffing patterns. CCEU also discussed recommending to the CPC a task force to examine prioritization of new classified positions and existing vacancies. In 2011, the Service and Program Reduction Advisory Committee (SPRAC) was established as a subcommittee of CPC to provide classified staff input regarding proposed classified service and program reductions in the shared governance process. This committee reviews reduction proposals from individual units, meets with units, evaluates reduction plans, provides feedback to managers and reports back to CPC.

**TABLE 12: FULL-TIME EQUIVALENT POSITIONS** (Includes all filled and unfilled budgeted positions)

<table>
<thead>
<tr>
<th>Fall Sem.</th>
<th>Students</th>
<th>Mgrs/Admin</th>
<th>Contract Faculty</th>
<th>Adjunct Faculty</th>
<th>Classified Staff</th>
<th>Confidential Staff</th>
<th>Hourly Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>16,012</td>
<td>38</td>
<td>225</td>
<td>411</td>
<td>249</td>
<td>13.50</td>
<td>405</td>
</tr>
<tr>
<td>2008</td>
<td>16,900</td>
<td>39</td>
<td>228</td>
<td>436</td>
<td>246</td>
<td>13.50</td>
<td>632</td>
</tr>
<tr>
<td>2009</td>
<td>16,467</td>
<td>38.5</td>
<td>216.5</td>
<td>419</td>
<td>241</td>
<td>12.50</td>
<td>283</td>
</tr>
<tr>
<td>2010</td>
<td>15,541</td>
<td>36</td>
<td>220</td>
<td>367</td>
<td>239</td>
<td>12.50</td>
<td>341</td>
</tr>
<tr>
<td>2011</td>
<td>15,030</td>
<td>37</td>
<td>213.50</td>
<td>377</td>
<td>226</td>
<td>11.75</td>
<td>89</td>
</tr>
<tr>
<td>2012**</td>
<td>N/A</td>
<td>33</td>
<td>202.95</td>
<td>391*</td>
<td>203.70</td>
<td>11.40</td>
<td>101 †</td>
</tr>
</tbody>
</table>

Information included on this chart is based on the Business Office count of FTE positions from the 2012-13 Final Budget report [3A.24]. This includes position changes approved through the August 2012 Board meeting and Phase IV reductions. It should be noted that the numbers for adjunct faculty and hourly employees are not FTE but a headcount of employees in those categories.

Student count based on information published in the College Fact Book.

* Adjunct faculty count based on fall 2012 semester active assignments.
† Temporary/hourly and student workers as of the July 1-19, 2012 payroll.
**FTE reflects adopted and proposed reductions, Phase I through Phase IV.
Management Positions

The College has used transparent processes for evaluating management. Vacant management positions have also been reviewed by the Cabinet, with some positions remaining vacant for several months and/or eliminated. To replace an existing management position, reinitialize a previously eliminated position and/or to create a new management position, the component vice president initiates discussion with the College Cabinet. Once considered, a recommendation may be made to fill the position, and further discussion takes place with the College administrative staff and the CPC. Once a decision has been made to fill a management position, the requesting component administrator completes a requisition that is routed for authorizing signatures. It is then submitted to Human Resources to initiate the recruitment process.

Evaluation

The College administers its available resources to meet the standard. In July 2009, the Governing Board approved the Distance Education Strategic Plan, which was updated in October 2012 and included an emphasis on planning for Distance Education for all campus sites. This plan addressed evolving classified staffing needs in light of new technologies, facilities expansion and operational needs. In 2009-2010, HR developed and posted Guidelines for Search and Selection Committee Members in order to help clarify College hiring processes [3A.28].

In Fall 2011 a campus wide faculty and staff survey [3A.29a], [3A.29b] was done for the Self-Evaluation Accreditation Survey, which included opinions as to whether there are sufficient faculty and classified staff to meet the needs of the College.

The College has expanded its facilities over the past several years, and new buildings have been completed. As stated in the Mid-term Report [3A.30] under self-identified recommendations for 3.A.1., the College authorized over 2009-10 the following 8 FTE new classified support staff positions to support staffing levels in the facility and plant expansion: six custodians, one lead custodian and one grounds maintenance worker. In light of budget realities, the College has attempted to address staffing needs of new facilities with some reallocation and/or reorganization of resources and positions within the components.

There have been reductions of class sections and reductions in services due to overall operating budget reductions. The College has also experienced restructuring/reorganization in some departments (such as Admissions and Records and Financial Aid), because workflow processes have been enhanced by greater use of electronic procedures.

Hiring decisions relating to instructional faculty are based on instructional program planning. Cabrillo’s ability to increase current classified staffing levels has been hampered by state budget reductions that have directly affected the funding the College receives. The process for reviewing management position requests is done by the College Cabinet, administrative staff and CPC.

3. THE INSTITUTION SYSTEMATICALLY DEVELOPS PERSONNEL POLICIES AND PROCEDURES THAT ARE AVAILABLE FOR INFORMATION AND REVIEW. SUCH POLICIES AND PROCEDURES ARE EQUITABLY AND CONSISTENTLY ADMINISTERED.

A. THE INSTITUTION ESTABLISHES AND ADHERES TO WRITTEN POLICIES ENSURING FAIRNESS IN ALL EMPLOYMENT PROCEDURES.

Description

Employment procedures are governed by Board Policy (BP) and Administrative Regulations (ARs), faculty (CCFT) and staff (CCEU) labor union contracts, California Education Code and federal and state labor laws.

The College is able to ensure that it administers its personnel policies and procedures consistently and equitably, given HR’s oversight of employment procedures and compliance with regulatory requirements. The Human Resources Department works diligently to ensure that consistency and equity in all employment policies and procedures is maintained to ensure fair treatment of all personnel and employment processes.

Many of the above noted documents are available on the College’s website, which includes board policies and administrative regulations, the faculty contract and the staff contract. Required labor law postings (federal and state) are physically displayed in the Human Resources (HR) department at the Aptos campus, and a computer to view Cabrillo’s website is available for public patrons’ use. HR ensures that federal and state labor laws are also posted.
TABLE 13: ACCREDITATION SURVEY RESULTS (FALL 2011)

<table>
<thead>
<tr>
<th>There are Sufficient Number of Qualified Faculty to support college programs.</th>
<th>Faculty Respondents (163)</th>
<th>Classified/Confidential Respondents (91)</th>
<th>Management Respondents Respondents (17)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Neither</td>
<td>Disagree</td>
</tr>
<tr>
<td>Contract Faculty</td>
<td>43.3%</td>
<td>2.1%</td>
<td>54.7%</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>48.5%</td>
<td>7.8%</td>
<td>43.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>There are Sufficient Number of Qualified Staff to support college services.</th>
<th>Faculty Respondents (163)</th>
<th>Classified/Confidential Respondents (91)</th>
<th>Management Respondents Respondents (17)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Neither</td>
<td>Disagree</td>
</tr>
<tr>
<td>Contract Faculty</td>
<td>22.7%</td>
<td>3.1%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>46.8%</td>
<td>4.7%</td>
<td>48.4%</td>
</tr>
</tbody>
</table>

PRO Office: Based on Faculty and Staff Survey 2011

at the other campus locations in Watsonville and Scotts Valley.

The Human Resources Department orients all new contract and adjunct faculty, classified staff and administrative employees. During this orientation process, newly hired faculty and staff receive a union contract. New faculty members also receive an easy reference called a Faculty Resource Guide, which contains selected Board Policies, Administrative Regulations and critical information for faculty members at the College.

**B. THE INSTITUTION MAKES PROVISION FOR THE SECURITY & CONFIDENTIALITY OF PERSONNEL RECORDS. EACH EMPLOYEE HAS ACCESS TO HIS/HER PERSONNEL RECORDS IN ACCORDANCE WITH LAW.**

**Description**

District personnel files are maintained in a secure office environment in the Human Resources Department. All faculty, classified and administrative personnel may arrange to review their personnel files. Employees are also allowed to request copies of documents from their personnel files by written request. (References made in both CCEU and CCFT contracts)

**Evaluation**

The College meets the standard. Employment procedures and personnel policies are governed by Board Policy (BP) and Administrative Regulations (ARs), faculty and staff contracts, Ed Code and federal and state labor laws. The College makes these policies available on the College web page, and the Human Resources Department posts the federal and state labor laws physically. The College provides and ensures a system of security and confidentiality for personnel and employment records.

**4. THE INSTITUTION DEMONSTRATES THROUGH POLICIES AND PRACTICES AN APPROPRIATE UNDERSTANDING OF AND CONCERN FOR ISSUES OF EQUITY & DIVERSITY.**

The College community embraces an appreciation as well as sensitivity for diversity on campus, demonstrated by a campus climate that celebrates various events throughout the year. These include the Martin Luther King ceremony, the Scholarship Awards ceremony which features many scholarships that support a diverse student population and events related to ethnic diversity such as
the Cinco de Mayo celebration and the Social Justice Conference.

Several programs at the College foster an appreciation and support for diversity among students. These include Learning Skills/Learning Disability Services and Disabled Student Programs and Services (DSPS), Extended Opportunity Program and Services (EOPS), Veterans’ Services, Assistive Technology, Puente, Independent Living for Foster Youth and the STARS and STEM Hispanic Serving Institution grants that support a First Year Experience program and support for Latino students entering Science, Technology, Engineering and Math fields.

A. THE INSTITUTION CREATES AND MAINTAINS APPROPRIATE PROGRAMS, PRACTICES AND SERVICES THAT SUPPORT ITS DIVERSE PERSONNEL.

Description

The College’s Mission Statement states that Cabrillo College is a dynamic, diverse and responsive educational community dedicated to helping all students achieve their academic, career and personal development goals.

The College is an accessible gateway for students and provides education for all, supporting the local economy and improving economic vitality and serving students who have goals of transfer, earning degrees and certificates, career preparation, basic skills, personal fulfillment and retraining through an inclusive and effective learning environment.

Board Policies and Administrative Regulations (BPs / ARs) [3A.1] are established regarding Equal Opportunity Employment and search and selection procedures for all staff, faculty and administrative job opportunities. The composition of search committees reflects gender balance and ethnic representation whenever possible. Administrative regulation 5040 [3A.18] defines the policy of the Cabrillo Community College District to provide an educational and employment environment in which no person shall be unlawfully denied full and equal access to, the benefits of, or be unlawfully subjected to discrimination or harassment, in whole or in part, on the basis of ethnic group identification, national origin, religion, age, sex or gender, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that is administered by, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges.

The 2008-11 College Master Plan [3A.31] objective B.2.(a) is to continue to recruit, retain and support a diverse, well-qualified faculty and staff. Recommendations were developed and implemented to enhance online recruitment resources. Both classified and academic employment interest cards [3A.32a], [3A.32b] were revised to include email addresses to allow employment opportunity announcements [3A.33] to be emailed, saving time and postage expense. Human Resources (HR) has continued to expand online distribution of job announcements to sister colleges, universities and public agencies and is enhancing online distribution internally to the College community.

The Human Resources Department reviews hiring guidelines with Search and Selection Committee chairpersons on a regular basis.

The following are some examples of how the College provides support to its personnel:

- Staff Development Activities (Flex Week) – Staff Development Committee reviews proposals from faculty and staff. Classified employees were surveyed for areas of staff development interest.
- CCEU and CCFT collective bargaining agreements provide staff development monies and sabbatical leaves.
- A Classified Staff Development Day is sponsored by the President’s Office.
- Benefits Analyst posts all Employees Assistance Program (EAP) and employee workshop opportunities on the HR website, which includes confidential individual counseling for employees.
- Human Resources staff coordinates EDD-sponsored workshops for those District employees affected by recent Reduction in Force (RIF) actions.
- Precision Wellness is supporting employees in its on-campus training facility.

Human Resources staff initiate discussions with employees who may need accommodations under the Americans with Disability Act (ADA) to provide necessary support. Departments (campus wide) provide various training and in-service programs to enhance employees’ knowledge and skills in their assignments (e.g., computer skills
with Google Docs; the Facilities Department does regular training on safety and job-related topics as part of regular staff meetings).

There are both faculty and staff committees that support diversity, such as CHAC (Cabrillo Hispanic Affairs Council), which meets with the superintendent / president as needed to recommend support for diversity issues. The annual Social Justice Conference explores many issues of diversity and is well publicized to faculty and staff, inviting participation and attendance.

B. THE INSTITUTION REGULARLY ASSESSES ITS RECORD IN EMPLOYMENT EQUITY AND DIVERSITY CONSISTENT WITH ITS MISSION.

Description

The Cabrillo College Fact Book [3A.34] is published on an annual basis and updates statistical information regarding ethnicity of classified staff and contract faculty. The 2011 book was released in December 2011 and reflects information about faculty and staff relating to ethnicity, gender and age [3A.35a], [3A.35b]. The information is provided for the College community regarding the institution’s record on employment equity and diversity.

Staff and faculty surveys are conducted on a periodic basis through the Planning and Research Office. The surveys include items designed to measure employee satisfaction with Cabrillo’s practices in such areas as employment, recruitment, evaluations and professional development.

C. THE INSTITUTION SUBSCRIBES TO, ADVOCATES AND DEMONSTRATES INTEGRITY IN THE TREATMENT OF ITS ADMINISTRATION, FACULTY, STAFF AND STUDENTS.

### TABLE 14: ETHNICITY OF FACULTY 2007-2011 (CONTRACT AND ADJUNCT COMBINED)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>African American</td>
<td>7</td>
<td>1.1%</td>
<td>8</td>
<td>1.3%</td>
<td>8</td>
</tr>
<tr>
<td>Asian</td>
<td>19</td>
<td>3.1%</td>
<td>20</td>
<td>3.2%</td>
<td>16</td>
</tr>
<tr>
<td>Filipino</td>
<td>2</td>
<td>0.3%</td>
<td>3</td>
<td>0.5%</td>
<td>3</td>
</tr>
<tr>
<td>Latino</td>
<td>68</td>
<td>11.0%</td>
<td>66</td>
<td>10.7%</td>
<td>66</td>
</tr>
<tr>
<td>Multiple/Other</td>
<td>1</td>
<td>0.2%</td>
<td>1</td>
<td>0.2%</td>
<td>0</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>0.2%</td>
<td>1</td>
<td>0.2%</td>
<td>1</td>
</tr>
<tr>
<td>No Response</td>
<td>13</td>
<td>2.1%</td>
<td>16</td>
<td>2.6%</td>
<td>15</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>0.2%</td>
<td>1</td>
<td>0.2%</td>
<td>3</td>
</tr>
<tr>
<td>White</td>
<td>508</td>
<td>81.9%</td>
<td>503</td>
<td>81.3%</td>
<td>477</td>
</tr>
<tr>
<td>TOTAL</td>
<td>620</td>
<td>100%</td>
<td>619</td>
<td>100%</td>
<td>589</td>
</tr>
</tbody>
</table>
### TABLE 15: ETHNICITY OF CLASSIFIED STAFF 2007-2011

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</tr>
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<td>278</td>
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<td>274</td>
<td>100%</td>
<td>260</td>
<td>100%</td>
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</table>

Source: Data Warehouse | MIS DED EB07 (2), EB08 (C, R, T)

**Description**

Evaluation procedures and the maintenance of personnel records adhere to both the faculty and staff collective bargaining agreements, which provide that no adverse action shall be taken against any employee based on materials that are not contained in the personnel file. For both contract and adjunct faculty, the opportunity to include peer feedback and review of evaluation materials [3A.36] is provided, as well as formal grievance procedures. Both CFT [3A.37] and CCEU [3A.38] bargaining agreements contain nondiscrimination articles. The CCEU Collective Bargaining Agreement defines disciplinary procedures for classified staff. Appendix E [3A.39] delineates the reasons for such actions, timelines, procedural steps involved and the opportunity for due process.

Similarly, there is a Board Policy (BP) and an Administrative Regulation (AR) regarding the comprehensive evaluation process for administrative employees, conducted every three years [3A.7]. Within these policies there is opportunity for administrative-employee appeal of this process.

The 2011-14 College Strategic Plan addresses Key Performance Indicators (KPIs) [3A.40] measuring student success through effective outreach and enrollment, enhanced excellence in the classroom and student support services. Included in the College Strategic Plan are verifiable means of assessing progress toward fulfilling the KPIs. Additionally, the Student Rights and Responsibilities handbook, [3A.41] which is published by the Office of Student Affairs, has been revised. This student handbook includes the statement: “The Cabrillo College District is committed to the protection of the individual rights of all students and to the enforcement of District policies. Cabrillo College promotes a culture
founded on academic integrity, mutual respect and a clear and fair application of regulations.” The Student Rights and Responsibilities handbook [3A.42] outlines student rights and the grievance procedure to be followed in order to ensure an equitable and fair resolution to any alleged violation of students’ rights. Administrative Regulation 5040 [3A.18] defines that the policy at Cabrillo is to provide an education and employment environment free from unwelcome sexual advances, requests for sexual favors, sexual favoritism, or other verbal or physical conduct or communications constituting sexual harassment.

In Fall 2011, a campus wide survey [3A.43] was done to gather opinions of faculty, staff and administrators about the College’s demonstrated concern for issues of equity and diversity.

**Evaluation**

The College meets the standard and continues to strive to promote diversity and equity as part of the College culture, as shown by recent survey results. The 2011 Accreditation Survey reflects that faculty, staff and administrators believe the College’s policies and practices demonstrate appropriate concern for issues of equity and diversity.

**5. THE INSTITUTION PROVIDES ALL PERSONNEL WITH APPROPRIATE OPPORTUNITIES FOR CONTINUED PROFESSIONAL DEVELOPMENT, CONSISTENT WITH THE INSTITUTIONAL MISSION AND BASED ON IDENTIFIED TEACHING AND LEARNING NEEDS.**

**A. THE INSTITUTION PLANS PROFESSIONAL DEVELOPMENT ACTIVITIES TO MEET THE NEEDS OF ITS PERSONNEL.**

**Description**

Cabrillo provides extensive opportunities for continued professional development for faculty, staff and administrators. Cabrillo schedules professional development workshops and activities during Flex days (the week before the fall and spring semester begin). Other staff-development workshops and programs are also offered throughout the year. Cabrillo provides ongoing, individual technical support and instruction and online reference, support and training resources that are available on the College website. Cabrillo also provides some funds for travel to conferences and other professional development events.

In-service training has been developed and offered for new administrative personnel, for reviewing personnel and payroll administration, collective bargaining contract review and compliance and other general Human Resources practices, including but not limited to performance evaluations and leave accounting.

A leadership training program was offered in 2008-2009, 2009-10 and 2010-11 to Cabrillo’s administrative personnel, consisting of a variety of management development topics. Plans are in place to bring training back in a different format for 2013.

The Teaching and Learning Center (TLC) [3A.44] continues to play a major role in many of these professional development activities, particularly in the training and support of faculty teaching Distance Education classes. The Distance Education Committee,

**TABLE 16: EMPLOYEE RESPONSES TO SURVEY ON COLLEGE’S CONCERN FOR EQUITY**

<table>
<thead>
<tr>
<th>The College’s policies and practices demonstrate appropriate concern for issues of equity and diversity.</th>
<th>Faculty Respondents (161)</th>
<th>Classified/Confidential Respondents (89)</th>
<th>Management Respondents Respondents (17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Neither</td>
<td>Disagree</td>
<td>Agree</td>
</tr>
<tr>
<td>85.6%</td>
<td>6.2%</td>
<td>8.3%</td>
<td>71.9%</td>
</tr>
</tbody>
</table>
chaired by the TLC director, who is also in charge of the Staff Development Committee, provides valuable input as to the training and support needs for Distance Education instructors. The TLC offers services primarily to faculty, although classified staff is also encouraged to participate in professional development training. Some of the many services the TLC provides include:

- Assistance in the development of technology-mediated instruction.
- Workshops and online resources on how to use software programs.
- Loans of digital cameras, laptops and projectors.

The TLC focuses its primary support on faculty training in developing teaching and learning resources for use in classrooms, labs and online instruction. TLC staff members are available to assist faculty with department training or individual projects. In 2010-2011, the TLC was staffed by an 80 percent contract faculty member and an 85 percent classified support staff person in addition to some student assistant support. The TLC is open: Monday — Thursday from 8:30 a.m. to 5 p.m. and Friday from 9 a.m. to 1 p.m.

At Cabrillo many individual departments allocate funds from departmental budgets for staff training appropriate for their own personnel. Professional development programs that are funded by the College include: Flex Week for faculty and staff; faculty professional growth and development funds; classified staff development funds; the classified staff Professional Growth Program; staff retraining / study leave; faculty Sabbatical Leave Program; student and peer evaluations; Administrative Management Professional Development Leave Plan; Faculty Grant Award(s) to support teaching innovation; and Technology Grant Awards to support faculty when they learn new software applications and develop course materials necessary to effectively teach these applications.

Cabrillo has invested considerable effort in training faculty in Student Learning Outcomes (SLOs) and the accreditation process. This training has been incorporated into the cyclical program planning process, in which each department is required, as a part of program planning, to assess all of the SLOs for courses offered. As noted earlier, all SLO assessments are forwarded to the Assessment Review Committee, which searches for links and overall tendencies in student learning and success. Resources include a Learning Outcomes website, a Summer Institute for faculty to learn about outcomes assessment, numerous SLO Flex workshops, instructional and accreditation planning workshops and training materials, and extensive coordination with the Accreditation Planning Committee, Faculty Senate and CCFT.

The College has also developed numerous online resources to better serve student needs. WebAdvisor is an online resource that allows students to maintain their contact information with the College, pay college bills, register for classes and check their grades. There is an online orientation that helps new Cabrillo students acclimate to the College at https://sirena.cabrillo.edu. There has also been an increase in classes developed using Blackboard, an online course-management system.

The College has developed numerous online resources to better serve the needs of Cabrillo employees. The online Curriculum Handbook is available to assist faculty in the preparation of new and revised curriculum, including instructions on how to create SLOs. This handbook contains state and College regulations, as well as best practices for updating curriculum, and it gives directions on how to use CurricUNET for creating and modifying course descriptions. Transfer / Articulation information for faculty is also available online. The Faculty Resource Guide, which provides easy reference to important information for faculty members, can be found online and is updated annually. Additional training opportunities are made available to Cabrillo staff, faculty and administrators through programs such as @ONE, On Course and CCC Confer. Online training in Microsoft products is made available to all employees of California community colleges through the Foundation for California Community Colleges. New faculty members receive information on these resources during their first-year Flex Week orientation.

In the fall of 2009, Cabrillo launched the Faculty Inquiry Network. This is a social network, with access limited to Cabrillo faculty, which facilitates professional communication and information sharing intended to enhance student success. The network is designed to help foster dialogue between instructors by allowing faculty to post questions and answers, share links or documents, start an interest group, establish a working group to discuss an issue, start a blog, hold a real-time chat with colleagues, announce events and more.

In addition, in 2011-12 there was an increase in training sessions
related to health and safety, with special emphasis on campus wide emergency preparedness and awareness.

**B. WITH THE ASSISTANCE OF THE PARTICIPANTS, THE INSTITUTION SYSTEMATICALLY EVALUATES PROFESSIONAL DEVELOPMENT PROGRAMS AND USES THE RESULTS OF THESE EVALUATIONS AS THE BASIS FOR IMPROVEMENT.**

**Description**

Cabrillo utilizes many means to determine necessary professional development activities, including staff development surveys, administrative staff surveys, Flex evaluation forms, Flex contract completion data, a formal proposal process for future Flex workshops, Faculty and Staff Climate Surveys, the Staff Development Committee [3A.50], the Sabbatical Leave Program [3A.51], the College Strategic Plan, CCEU Professional Growth Program [3A.52] and Faculty and Staff Grants for Student Success [3A.53].

The Staff Development Committee (SDC) is composed of members from each segment of the College, including faculty, classified and confidential-designated staff, management and students. The chair of the SDC is the faculty director of the Teaching and Learning Center (TLC) and manages support of the Distance Education program. The SDC meets regularly throughout the academic year to plan and evaluate Flex Week and other staff development activities. This committee also determines the allocation of staff development funds during years when State funding is received. The committee reviews evaluation results received after staff development activities. Development opportunities are planned in a participatory manner for each staff category and are available to all. In 2010, committee representatives presented a review of the procedures for choosing and scheduling professional development activities to the Governing Board. Professional development activities are chosen from applications by faculty, classified staff and administrators.

Various workshops offered to faculty and staff during Flex Week include an array of topics that embrace and support diversity in instruction and the workplace. College staff development activities continue to explore ways to enhance global awareness and sensitivity to issues of diversity. The impact that professional development related to Distance Education has on the improvement of teaching and learning is measured through feedback provided by Distance Education instructors, and the improvement is evaluated through student feedback and the faculty evaluation process.

The Sabbatical Leave program is guided by the Sabbatical Leave Review Board (SLRB) and funded by contractually stipulated amounts. An average of seven to nine faculty participate in the sabbatical program every academic year. Sabbatical proposals and reports are reviewed by the faculty member’s dean and members of the SLRB to ensure that projects will benefit teaching and learning at the College. Sabbatical proposals and reports from past years are stored in the College archives in the library. Due to budget reductions, CCFT agreed that the sabbatical leave program would be suspended for 2012-2013 [3A.54].

**Evaluation**

The College meets the standard. Efforts to highlight the importance of professional growth and training at Cabrillo are a result of a strategy included in the 2008-11 College Master Plan. The Staff Development Committee (SDC) and the Teaching and Learning Center (TLC) have been successful in providing appropriate training opportunities for faculty and staff. The Staff Development Committee evaluates Flex activities and the results of participant surveys. The SDC survey response assessments are used to ensure that future activities meet the needs of faculty and staff. The results of two campus wide surveys in 2010-11 and feedback from Flex event evaluation forms indicate that the greatest needs for faculty and staff are training in new technologies, interpersonal communication skills and emergency preparedness.

**6. HUMAN RESOURCE PLANNING IS INTEGRATED WITH INSTITUTIONAL PLANNING. THE INSTITUTION SYSTEMATICALLY ASSESSES THE EFFECTIVE USE OF HUMAN RESOURCES AND USES THE RESULTS OF THE EVALUATION AS THE BASIS FOR IMPROVEMENT.**

**Description**

The Cabrillo College Governing Board adopted goals for 2012-13 [3A.55] which state in part that “Student Success will be the priority” in determining staffing patterns that conserve resources to support student achievement and allocation of resources to creatively address student needs and increase achievement of student goals.

The Governing Board is committed to shared governance and values the timely recommendations to the CPC to inform Board decisions.
SLO assessment is well integrated into college planning and curriculum review processes at the college. Course SLOs are approved as part of the course outline and reviewed every six years. According to the College Status Report on SLO Implementation [3A.56], 89 percent of active courses have SLOs. Instructional departments engage in ongoing assessment of class, program, certificate, degree and institutional SLOs; significant assessment occurs almost each semester as part of a department’s six-year program planning process. The SLO Assessment Review Committee, an oversight group, has undertaken activities to increase the rate of course and certificate assessment, focused on providing better training for Program Chairs who organize the assessment process for their departments.

SLOs have affected how classes are taught, and a tremendous amount of attention is focused on SLO assessment. The College has continued to expand this effort to include Administrative Unit Outcomes (AUOs) for all non-instructional programs and services. The Student Services and the Administrative Services components, which consist of support or service departments, have established AUOs for program planning and review [3A.14].

As summarized in the October 2012 SLO Proficiency Report, all departments in Student Services have written SLOs and AUOs [3A.56]. Ninety-two percent have ongoing assessment of them. The library assesses the SLOs in its courses, using results to inform its program plan. Until 2012, it also annually assessed institutional outcomes but found that this measure did not provide data for how to improve learning at the library. It is now using AUOs to assess its services.

The review provides a method for evaluating the department. It determines whether the department is meeting the needs of the College and community and what role SLOs play in helping students to master the four college wide competencies. Though most administrative service departments do not contribute directly to helping students learn, the services provided enable students and faculty to engage in teaching and learning, so the department’s support and contribution is crucial. It addresses the most effective use of College resources to ensure quality and excellence.

**Evaluation**

The College meets the standard. The Governing Board adopted goals for 2012-13 which state in part that “Student Success will be the priority” in determining:

- Staffing patterns that conserve resources to support student achievement.
- Allocation of resources to creatively address student needs and increase achievement of student goals.

The Governing Board is committed to shared governance and values the timely recommendations to the CPC to inform board decisions.

Cabrillo continues to evaluate its staffing needs on an ongoing basis through a regular planning process that includes instructional program planning and administrative departmental review. However, in the past several years, state budget reductions have had a major impact on the College’s ability to hire faculty and staff. Given staffing realities in light of available financial resources, the College continues to evaluate the scope of services and programs possible. As previously stated, the Academic Program Reduction / Elimination Task Force develops numerical criteria to rank academic / instructional programs. The task force recommendations are advisory to decisions regarding reduction and elimination of academic programs and are reviewed by Faculty Senate before information goes to the CPC. Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) also guide program planning. Additionally, the recently established Services and Program Reduction Advisory Committee (SPRAC) serves in an advisory role regarding decisions in the reorganization of programs and/or reduction of services involving classified staff. SPRAC provides advisory reports to the CPC.

**PLANNING AGENDA**

None.
REFERENCES

[3A.1] Board Policy (BP) 5105 for Contract Faculty, revised August 6, 2012 and Administrative Regulation (AR) 5105, modified May 6, 2002; BP 5500 for Classified Employees and AR 5500, revised September 1, 2010; AR 5600 for Administrators, revised October 26, 2010

[3A.2] Cabrillo Human Resources website

[3A.3] National Association of Credential Evaluation Services (NACES) website


[3A.8] BP and AR 2080 – Evaluation of Superintendent/President

[3A.9] CCFT contract, Appendix L.1 – Faculty Self-Evaluation


[3A.12] Flex Calendar

[3A.13] Administrative Unit Outcomes (AUOs)

[3A.14] SLO Assessment Review Committee


[3A.16] BP 1090, revised September 12, 2011 – Conflict of Interest Code


[3A.18] AR 5040, adopted April 7, 2003; BP 5040, revised January 6, 2010 – Handling Unlawful Discrimination and/or Harassment


[3A.20] Faculty Resource Guide

[3A.21] College Master Plan (CMP) 2008-2011 Objective D.2

[3A.22] Faculty Senate Handouts re: Program Elimination Reduction Task Force Overview


[3A.24] Full-Time Equivalent Position Chart, updated August 17, 2012 (pg. 64)


[3A.26] Faculty Requisition Narratives Scores, Fall 2012

[3A.27] CCU Minutes January 28, 2010 Board (Item 7-6)

[3A.28] Guidelines for Search and Selection Committee Members

[3A.29a] PRO Survey (Faculty-Staff Results), Fall 2011

[3A.29b] PRO Survey (Faculty-Staff Results), Fall 2011


[3A.31] College Master Plan B.2.(a)

[3A.32a] Employment Interest Card

[3A.32b] Employment Interest Card

[3A.33] Sample Job Announcement

[3A.34] Cabrillo College Fact Book

[3A.35a] Cabrillo College Fact Book, Faculty & Staff by Ethnicity / Gender

[3A.35b] Cabrillo College Fact Book, Faculty & Staff by Ethnicity / Gender

[3A.36] CCFT contract (2010-2013), Article 12, revised March 2010; Article 17, revised March 2010; Article 19, March 2004; CCFT contract (2007-2010), Article 5, 6, 17 and 18

[3A.37] CCFT contract, Article 5 – Discrimination Prohibited by Law (pgs. 76-81)

[3A.38] CCEU contract, Article 2 – No Discrimination


[3A.40] College Strategic Plan (2011-2014)


[3A.42] Student’s Rights and Responsibilities, revised January 27, 2012, Article V and VI

[3A.43] Campus Climate Survey Fall 2011

[3A.44] Teaching and Learning Center (TLC)

[3A.45] Student Learning Outcomes website
Standard 3A: Human Resources

[3A.47] Cabrillo Transfer / Articulation services
[3A.48] Foundation for California Community Colleges
[3A.49] STARS-Title V
[3A.50] Staff Development - Teaching and Learning Center (TLC)
[3A.51] CCFT contract: Articles 9, 11, 17
[3A.52] CCEU contract: Articles 8 and Appendices C, D (pgs. 21, 69 – 75)
[3A.53] Cabrillo College Foundation Grants for Faculty
Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. THE INSTITUTION PROVIDES SAFE AND SUFFICIENT PHYSICAL RESOURCES THAT SUPPORT AND ASSURE THE INTEGRITY AND QUALITY OF ITS PROGRAMS AND SERVICES, INDEPENDENT OF LOCATION OR MEANS OF DELIVERY.

Description

- The Cabrillo Community College District is comprised of the following locations:
  - Aptos campus
  - Watsonville Education Center
  - Scotts Valley Outreach Center
  - Bonny Doon (7.3-acre instructional lab site for anthropology/archaeology technology)

The District consists of one campus in Aptos, one permanent center in Watsonville, a satellite archeology site in Bonny Doon and an outreach center in Scotts Valley. The latter was opened in spring 2007 after many years of planning, to address the need for access to Cabrillo programs for students living in this most remote location of its service area. All locations are evaluated on a regular basis to assess the effective use of facilities, primarily through student and campus wide surveys. The District continues to improve and support the instructional programs through the expansion and modernization of its facilities. The most recent major projects are the construction and renovations to: the Visual, Applied and Performing Arts (VAPA) / Arts Education Complex (AEC); the 300 Building, which houses most of the classes in the Business, English and Language Arts (BELA) Division; the Health and Wellness complex in the Health, Athletics, Wellness & Kinesiology (HAWK) Division; the Solari Green Technology Center in Watsonville and various “smart classroom” upgrades at the Aptos campus [3B.1].
Currently, the Aptos campus has 748,166 gross square feet, with 35 primary-use buildings and an additional 26 auxiliary-use buildings, totaling 513,795 assignable square feet in support of educational programs and services. College wide facilities support approximately 13,000 students as of the Fall 2012 semester.

The construction of the VAPA complex brings a new level of sophistication and advanced technology to the arts program, along with instructional space that is much more suited to support student success than the former classrooms. The five new buildings include a state-of-the-art performance theater, a recital hall with practice rooms and classrooms, a three-dimensional art instruction building, a two-dimensional art instruction building and a forum/division office building, all totaling 126,000 square feet.

In 2010, the new Health and Wellness complex also ensured greater support for student success, providing highly advanced learning environments for dental hygiene, nursing, radiologic technology, kinesiology students and the Stroke Center, for a total of approximately 58,925 square feet. The extensive planning process to design and equip these buildings also took years of input.

The Watsonville Center currently consists of four buildings. The two older buildings (44,000 square feet) support educational programs and services for over 3,000 students. The two new buildings (14,000 square feet) completed in fall 2012 are designed to support the Construction Energy Management Program and the associated emerging Green Building Technologies Program. These two new buildings are LEED (Leadership in Energy and Environmental Design) Platinum Certified, and besides their highly sophisticated “green” design, they serve as living laboratories, with their mechanical spaces serving as viewing rooms into the green technology of the future.

The Scotts Valley Center consists of approximately 10,000 square feet of leased space with five classrooms, serving just over 200 students — down from almost 900 served at its peak in fall 2008 before course reductions due to budget cuts. It is important for the College to maintain a presence in Scotts Valley to provide access to residents there, and the District continues to seek partnerships with other educational organizations to use the classroom space effectively and conserve resources. Finally, the college owns 7.3 acres in Bonny Doon which is used by the Anthropology Department and Archaeology Technology Program as an instructional lab site.

A. THE INSTITUTION PLANS, BUILDS, MAINTAINS, UPGRADES AND REPLACES ITS PHYSICAL RESOURCES IN A MANNER THAT ASSURES EFFECTIVE UTILIZATION AND THE CONTINUING QUALITY NECESSARY TO SUPPORT ITS PROGRAMS AND SERVICES.

Description

Cabrillo allocates more than $1 million per year in base budget (not including staff costs) to Facilities Planning & Plant Operations (approximately 1.8 percent of the College’s budget). These funds support the general cost of repairs and maintenance to ensure that buildings and equipment are operational. The College also allocated what is referred to as state match funding, which was used to accomplish maintenance that the base budget could not reach and was further augmented by the state. At the beginning of fiscal year 2008, the state was no longer able to provide “scheduled maintenance” funds that required a match of District funds (50 percent state funds to be matched by 50 percent District funds). However, the Governing Board, with recommendations from Administration, recognized the need to assure that physical resources at all locations where the College offers courses, programs and services are constructed and maintained to assure access, safety, security and a healthful learning and working environment. Therefore, $500,000 in annual ongoing funding has been established to continue this essential support. Of that, $248,000 is slated for scheduled maintenance of equipment and facilities and the remaining $252,000 is set aside for instructional equipment needs. Internally, the scheduled maintenance funding is allocated to projects based on a priority need as established by the vice president of administrative services with input from the director of facilities planning and plant operations. In addition, the significant revenues generated from parking funds are used to support the maintenance and care of roadways, parking lots and associated infrastructures.

In 2010, as a result of evaluation and assessment for a more productive use of resources, the Maintenance and Operations Department and the Facilities Development Office were combined under Facilities Planning and Plant Operations (FP&PO). The Director of FP&PO also chairs the College’s Safety Committee, which meets regularly to review safety-related statistics, safety policy and procedures, compliance issues, resolution of safety concerns raised by students, faculty and staff, new initiatives and proposed legisla-
tion impacts. The committee representatives include stakeholders from Student Services, Instruction, staff (including union representation), faculty, sheriff, Health Services, Human Resources and the dean of education centers to ensure that safety issues at off-campus sites are also addressed. The Safety Committee provides input for the Safety website, which makes safety and emergency response information accessible to all College personnel [3B.2].

Maintenance personnel work at the Watsonville Center to ensure that off-campus sites are maintained at the same standard as facilities at the main campus, and FP&PO ensures that the leased space in Scotts Valley is professionally maintained by the property manager. Institutional needs for equipment supporting Distance Education instruction are maintained by the IT department, one of the primary partners of FP&PO in maintaining adequate physical resources to meet instructional needs.

FP&PO utilizes an online maintenance tracker system to track and manage facilities maintenance requests. Requests are reviewed on a daily basis to ensure completion in a timely manner, and safety requests are prioritized to ensure immediate attention. While the system is antiquated, it provides essential functions associated with the end users’ needs. It does not contain a preventative maintenance module or adequate reporting functions. The IT Department is looking at alternative systems that will provide for a single-platform approach for the end user and incorporate other needed functions. Planning is in place for a new work-order system that will address both IT and FP&PO needs and will allow the end user the ease of accessing services through a single web-based system.

In order to provide a better learning environment and to save on energy costs, the College has been implementing an energy management system in several buildings as resources allow. In addition, the College has been designing new buildings to meet “Savings by Design” standards as set by Pacific Gas & Electric (PG&E) in order to provide energy cost savings that can be used to augment instructional programs. The College received a rebate of $16,406 from PG&E for achieving energy savings of 15.3 percent below Title 24 requirements in the design of the Arts Education Classrooms project and a rebate of $21,075 for achieving energy savings of 29.5 percent below Title 24 requirements for the design of the Student Activity Center.

Both the College’s Purchasing and IT departments have been negotiating extended warranties when possible on instructional equipment in order to ensure that the equipment is maintained throughout its useful life. Personal computers are purchased with four-year warranties to save in ongoing maintenance costs; projectors are purchased with three-year warranties; and copiers are purchased with guaranteed cost-per-copy contracts for five years from date of purchase.

Instructional program planning provides input into determining the equipment and facilities needed to support student success. Together with administrative/non-instructional program planning, this is also a venue for evaluating the effectiveness of the physical resources in meeting the needs of programs and services. For instructional programs, division deans and the vice president of instruction have instructional equipment budgets that can be used to replace or maintain equipment used in the classroom, and they are informed of these needs through faculty and program chairs. Grant funding will sometimes fulfill a need that has surfaced through the planning process, such as the HSI Title III STEM grant that will fund the renovation of an older building to be a new STEM Center. The division deans schedule classes for the maximum possible use of facilities to the extent that resources allow.

State funding for projects prior to 2009, such as the 300 Classroom renovation project ($1M equipment) and the Health Wellness project ($1.1 million in equipment), VAPA Complex project ($1.1M equipment) was awarded along with the state funds for the construction of the projects. These funds have greatly improved availability to equipment and essential resources.

For programs and services outside of Instruction, the most effective use of facilities and physical resources is sought. Several processes are in place to ensure effective use of physical resources, including the Facilities Planning Advisory Committee (FPAC) and the Space Reallocation Plan that addresses the secondary effects of construction and departmental moves to new spaces. On a departmental level, spaces are prioritized within the components to ensure the environments most conducive to student success.
B. THE INSTITUTION ASSURES THAT PHYSICAL RESOURCES AT ALL LOCATIONS WHERE IT OFFERS COURSES, PROGRAMS AND SERVICES ARE CONSTRUCTED AND MAINTAINED TO ASSURE ACCESS, SAFETY, SECURITY AND HEALTHFUL LEARNING AND WORKING ENVIRONMENT.

Description

Cabrillo provides for the safety of students, staff and visitors through a variety of proactive policies and procedures. There are several key departments involved in monitoring and maintaining a safe, secure and accessible campus, including FP&P, Disabled Students Program & Services, Health Services, Human Resources, the Santa Cruz County Sheriff’s Office (Cabrillo Division), Student Affairs and Administrative Services. For accessibility, several elevators improve ADA access to facilities at the Aptos campus, and elevators serve all three floors of the Watsonville Center. Several handicapped-accessible pathways and ramps exist throughout the Aptos campus, with established corridors / routes of travel to minimize elevation variance when crossing the campus. The Disabled Students Program and Services also provides a shuttle service during class hours for disabled students who require assistance. The Bond program has expended over $9 million specifically on ADA compliance construction related improvements over the past 12 years.

The College was audited by the Office of Civil Rights in 2012 [3B.3] and received accolades for the level of accessibility made available to students, faculty and staff based on the improvements made during the past several years. The only areas requiring remedial action were TDD in connection with computers in isolated classrooms, Braille signage on isolated exterior doors, construction dates of buildings, one ramp near 800 building, certain buildings with non-levered doorknobs and inaccessible drinking fountains installed prior to current building codes.

The Human Resources Department is responsible for the safety-related orientation of new employees. It shares with component managers the compliance required with tracking the Injury and Illness Prevention Program (IIPP) and ergonomic evaluations. All employees are required to participate in the IIPP through the online interactive program. The online program allows users to review safety requirements and standards relative to their specific departments and daily work practices. Two safety consultants have been assigned to the College from the Northern California Community College Pool (NCCCP), the joint powers authority that provides the district with workers compensation insurance. These consultants provide expertise and oversight of issues related to ergonomics, hazardous-chemical storage and staff training.

Health Services has been instrumental in the purchase and placement of defibrillators at both the Aptos campus and the Watsonville Center and also provides students and staff with a multitude of safety-related services in the area of physical and mental health. The defibrillators provide the best emergency response possible to life-threatening situations, and CPR training is offered to employees in addition to the sessions mandated for specific programs and staff.

The College contracts with the Santa Cruz County Sheriff Department for campus security at the Aptos campus and with the Watsonville Police Department at the Watsonville Center. The officers assigned to the Aptos campus are also on call as needed for security issues at the Scotts Valley Center, although for all emergency situations there, staff are encouraged to dial 911 instead of waiting for a Cabrillo deputy to arrive. The District provides a satellite location for the Sheriff’s Department on the Aptos campus, and several safety-related services are provided.

The College has also installed 18 blue-light emergency phones on the Aptos campus (including five that are solar-powered in the parking lots) and one in the Watsonville Center parking lot.

The College has implemented an Emergency Operations Plan [3B.4] to address procedures to be followed in case of emergency. The plan lists the Incident Command Structure, provides emergency phone numbers for key local agencies and college personnel and also provides direction regarding what employees and assigned leaders are to do when specific events take place. Numerous trainings have occurred in order to meet the required standards set forth by California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). All key maintenance, grounds and custodial staff members have been issued radios to enable quick response to safety-related issues on campus as they occur.

The College has maintained an extremely low Worker Compensation experience modification rating for the past nine years. This rating speaks to excellent safety programs and staff training, follow-up to safety-related issues on campus and the participa-
tion in a Joint Powers Authority (JPA) self-insurance pool, which provides ongoing, involved and professional safety analysis, oversight and consulting.”

**Evaluation**

Since 2007, the College has completed the majority of the capital construction projects from the Facilities Master Plan. Security has been enhanced by improvements in the alarm and key distribution systems. The long-range nature of facilities projects is apparent in the fact that these were identified in the College’s Facilities Master Plan generated in 1999 and reflect the educational goals and physical resource requirements from the previous College Master Plan of 1996.

In the course of compiling this self-evaluation, certain areas were identified as concerns with regards to physical resources:

- The current budget presents a challenge in providing enough operating funds to properly maintain facilities (custodial, maintenance and grounds). This issue has become more of a problem as the new buildings come on line with a higher level of sophistication. State funding for scheduled maintenance and instructional equipment is inadequate to support maintaining facilities and equipment in the current state of operating condition. There has been a commitment from the Governing Board to support an ongoing funding source [Meeting minutes from 2010-11], and this should be established to ensure maintenance of a positive learning environment.

- A plan is under way to improve campus burglar alarm and key-control systems, but adequate staffing will be essential to monitor, service and further improve the systems.

In the 2010 Campus Climate Survey [3B.5] the students expressed favorable opinions on the Cabrillo Campus itself, the maintenance of buildings, roads and lawns and the quality of police protection. However, parking remained an area of low ratings.

**2. TO ASSURE THE FEASIBILITY AND EFFECTIVENESS OF PHYSICAL RESOURCES IN SUPPORTING INSTITUTIONAL PROGRAMS AND SERVICES, THE INSTITUTION PLANS AND EVALUATES ITS FACILITIES AND**

**EQUIPMENT ON A REGULAR BASIS, TAKING UTILIZATION AND OTHER RELEVANT DATA INTO ACCOUNT.**

**Description**

The long-term capital planning for the College that has the most impact on the current facilities began in 1996 with the last Educational Master Plan, which recognized the need for growth in order to accommodate the anticipated increase in student population. In 1999 and 2004, these plans were solidified with the bond measures that provided the funding needed to execute the capital growth. As stated previously, the reduction in state funding has forced the College to reduce its overall budget, limiting its ability to support the new facilities.

The College uses Fusion, a web-based application supported by the State Chancellor’s Office, to store essential data regarding the College’s facilities. This information includes space inventories, capital construction state-funded projects and five-year scheduled maintenance and master plans. The system also allows for tracking facilities conditions and projects status. It is also a collaborative tool in communicating the scheduled maintenance and capital construction needs to the state chancellor’s office.

The Facilities Planning Advisory Committee (FPAC) provides a platform to bring the various college components together and make recommendations to the administrators associated with capital construction and facilities needs. This committee consists of students, staff, faculty, representatives from Student Services, Instructional and Administrative Services components and from other functions of the College as needed. FPAC established a subcommittee in 2008 to provide a space allocation concept [3B.6] in order to utilize existing spaces available to the college for instructional and non-instructional purposes. Proctored sites are only located on campus (Aptos, Watsonville or Scotts Valley); there are no off-campus proctored sites.

Based on the information from Fusion, the analysis of cap load ratios, anticipated program needs and input from FPAC, the college determines physical resource priorities. This process includes planning for equipment used for course offerings in Distance Education mode, which is included in the anticipated program needs for departments going through program planning. Based on the capital priorities of the College, the Facilities Planning Depart-
A. LONG-RANGE CAPITAL PLANS SUPPORT INSTITUTIONAL IMPROVEMENT GOALS AND REFLECT PROJECTIONS OF THE TOTAL COST OF OWNERSHIP OF NEW FACILITIES AND EQUIPMENT.

Description

Cabrillo has expanded its footprint by the addition of almost 200,000 gross square feet in buildings since 2009 by way of Measure C and D bond funds, which have also provided resources to replace numerous aging elements of existing structures that were in need of urgent scheduled maintenance. Examples of these are roofs, gutters, paint, sewer, lighting and electrical systems, heating, venting and air conditioning (HVAC), floors, windows / doors and door hardware, ADA accessibility components and similar infrastructure needs.

Despite the fact that the bond program has been effective in accomplishing scheduled maintenance related projects, it has also added new technologically advanced systems that require a higher level of attention. These systems compete for maintenance funds, and while the College is committed to preserving its facilities, it has proven difficult to balance the “Total Cost of Ownership” relative to physical assets while reducing its overall budget. The total cost of ownership is defined by all aspects of physical assets for the purposes of establishing facilities funding.

The College has revised its Educational Master Plan as of January 2013, and the revision of the Facilities Master Plan will be tied to this and was submitted for Governing Board approval in June 2013. It will provide analysis of physical resources and guidance for future long-range goals and projections needed to address the total cost of ownership.

A significant element of Total Cost of Ownership is staffing. FP&PO is currently undergoing program review as a new, merged department, but the last program review of Maintenance and Operations in 2001 [3B.7] revealed that based on benchmark data from the Association of Higher Education Facilities Officers (APPA), M&O funding for Cabrillo was 15 percent below the national average. This report was based upon the square footage of the District in 2001 (533,000 square feet). While there was an increase in staffing between 2004-10 to accommodate the increase in square footage [3B.8] of new buildings, budget reductions returned staffing to the 2001 level. Certain unoccupied spaces have been leased to educational partners in order to offset facilities management expenses, and other unoccupied spaces are kept “offline” if not needed in order to reduce the impact of staffing shortages.

FIGURE 3: TOTAL COST OF OWNERSHIP

The initial cost to construct a building typically represents only a small portion of the actual cost to own a facility over its lifetime.

Operations: 50%
Financing: 14%
Alterations: 25%
Construction: 11%

The Facilities Development Office (FDO) facilitates the capital construction activities that expand college facilities. Originally organized to generate the scope of work necessary to initiate construction projects funded by public bonds starting in 1997, this scope is developed into building designs and specifications that project managers guide through the bidding process, allowing construction to commence. FDO works with the Purchasing Department to execute formal agreements for construction project management services (CPMS) and architectural services [3B.9] for all capital construction. The Information Technology (IT) Department and the Business Office are also integral to the development of capital construction projects.

The College’s Facilities Master Plan guides the development of facilities in support of the educational goals and physical-resource requirements identified in the Educational Master Plan and College Strategic Plan. The FMP is updated twice a year in reports to the Governing Board.

B. PHYSICAL RESOURCE PLANNING IS INTEGRATED WITH INSTITUTIONAL PLANNING. THE INSTITUTION SYSTEMATICALLY ASSESSES THE EFFECTIVE USE OF PHYSICAL RESOURCES AND USES THE RESULTS OF THE EVALUATION AS THE BASIS FOR IMPROVEMENT.

Description

The program planning processes for instructional and non-instructional areas are key indicators in guiding facilities decisions, and the surveys conducted as part of these processes provide input into facilities development. Institutional needs for quality instructional areas and other physical resources that support student success also guide the process for facilities development and physical resource allocation. In the space reallocation process, student success support was a primary criterion as the committee developed its recommendations. When prioritizing needs for equipment purchases, the highest priority is given to equipment that must be replaced for safety considerations, then for instructional support in the classroom and then for all the activities that support student success. Division deans allocate funds as necessary for these purposes, as do other department heads and the vice presidents of all three components. Recommendations are taken to the CPC for one-time unallocated funds, and CPC will advise the president regarding these recommendations. In addition, many grant opportunities exist through the Cabrillo College Foundation for faculty and staff to request funds for instructional support, and often equipment is purchased to support student success with these grants.

In addition, FP&PO has recently written an Administrative Unit Outcome and was assessing it in spring 2013 as part of the department’s program planning process. The insights gained from the assessment results along with the self-reflective program planning process will provide opportunities for FP&PO to scrutinize services and evaluate how to improve them.

As programs and services are evaluated, deficiencies in physical resources and equipment are prioritized for funding within the parameters of available funds.

Evaluation

The College meets the standard. Evaluation of facilities and equipment is done on a regular basis, taking utilization and other relevant data into account. Broad input into the process of reallocation and renovation of existing space is solicited through the Facilities Planning Advisory Council (FPAC) and also CPC. Physical resources support institutional programs and services effectively. Room for improvement exists in finding ways to provide sufficient facilities staff to maintain resources in optimum condition for longevity and a positive learning environment, as well as a dedicated funding stream to address maintenance and repair issues.

PLANNING AGENDA

None.

REFERENCES

[3B.1] Facilities Planning and development
[3B.2] Safety Committee Website
[3B.3] 2012 Office of Civil Rights Audit
[3B.5] Campus Climate Student Survey
[3B.6] Space Allocation Concept
[3B.7] Program Review
[3B.8] New Buildings since 1995
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Description

Cabrallo's information technology services support students, faculty and staff as described in the 2012 Technology Plan and Program Review [3C.1] and the 2011–2014 College Strategic Plan [3C.2]. Planning for the technology-related needs of the College has been increasingly formalized and integrated with college wide planning. The Technology Plan was constructed within the framework of college wide strategic planning and represents a confluence of the College Strategic Plan, its key performance indicators (KPIs) and deliverables for technology utilization, and expanding technology integrations in all aspects of college life. The Technology Plan provides an understanding of how Information Technology (IT) operates and plans for technology needs and how technology utilization relates to the budget planning process.

1. THE INSTITUTION ASSURES THAT ANY TECHNOLOGY SUPPORT IT PROVIDES IS DESIGNED TO MEET THE NEEDS OF LEARNING, TEACHING, COLLEGE WIDE COMMUNICATIONS, RESEARCH AND OPERATIONAL SYSTEMS.

Description

The Technology Plan is more fully integrated with, and informs, the College Strategic Plan, the Facilities Master Plan and the Distance Education Plan [3C.3]. The Distance Education Plan [3C.3] contains stated goals and measures for distance technologies used in online, hybrid and web-enhanced courses and is also aligned with the College Strategic Plan. A key performance indicator of the College Strategic Plan addresses enhancing teaching excellence by increasing the use of current and emerging technologies for student support and for teaching, both on campus and via distance learning [3C.2]. In an effort to modernize facilities as buildings are remodeled, the College has increased the number of smart classrooms by installing new technologies. Programs have also leveraged grant opportunities to upgrade instructional tech-
nologies to improve student success. Since the summer of 2011, the Title V grant has funded upgrading nine smart classrooms. To improve student performance in Distance Education courses, there has been increased faculty development in the use of learning management tools to track student performance in both online and hybrid classes [3C.4].

The College master planning process is again under way, and two primary goals have been identified: increasing student success and enhancing College effectiveness. To align with these new goals, the Information Technology Department has two missions: (1) provide students with technology that supports learning and positive outcomes and (2) provide faculty and staff with technology and services to support a successful college environment [3C.1]. Technology utilization across all components is assessed through the program planning process for their alignment with college wide goals and initiatives.

The institution evaluates the effectiveness of its technology in meeting a range of user needs. The goal is to ensure that those needs are met effectively. One such example is IT’s response to the identification and mitigation of using extremely old desktop computers. Many areas need new clients so users can access new technologies to improve student success. Since the summer of 2011, the Title V grant has funded upgrading nine smart classrooms. To improve student performance in Distance Education courses, there has been increased faculty development in the use of learning management tools to track student performance in both online and hybrid classes [3C.4].

A. TECHNOLOGY SERVICES, PROFESSIONAL SUPPORT, FACILITIES, HARDWARE AND SOFTWARE ARE DESIGNED TO ENHANCE THE OPERATION AND EFFECTIVENESS OF THE INSTITUTION.

Description

Technology services at Cabrillo are utilized by students to learn what the College has to offer, register for classes and complete course work. Faculty use technology both to manage courses and deliver instruction. This includes, but is not limited to, developing curriculum (CurricUnet), managing class rosters and grades (WebAdvisor and Blackboard), communicating with students (campus email and Blackboard) and teaching in a distance-learning environment (Blackboard) [3C.5]. Staff employs technology for purchasing, scheduling, managing student data, communicating and managing daily work. Cabrillo provides access to important data to all segments of the College for the purpose of integrating data-driven resources into the program planning process [3C.6]. Faculty members have access to enrollment data (Enrollment Tracker), as well as MIS resources (Datamart) for statewide comparisons in the areas of success, retention and student achievement [3C.7].

There are ample provisions for reliability, disaster recovery, privacy and security of data, including measures to ensure that the technology platform for Distance Education courses is reliable and sustainable. The platform for Distance Education courses is Blackboard, which is hosted for Cabrillo by the vendor. Blackboard has a fully redundant infrastructure ensuring that neither faculty nor students experience service interruptions, and that data archiving is regularly performed. Redundant and fault-tolerant circuits from the campus to the Internet have been configured for maximum utility, and great effort has been taken to incorporate a Colleague interface with Blackboard using Active Directory to provide credentials for user authentication.

The Computer Technology Centers (CTC) at both the Aptos campus and the Watsonville Center provide access and support for academic computing to all enrolled students [3C.8]. CTC staff maintains system hardware, software and infrastructure necessary for smart classrooms and labs. Additionally, CTC student teaching assistants provide application support to students. The Integrated Learning Center at the Watsonville Center also provides academic computing for students, as well as tutoring services.

Information technology resources include access to the most widely used student services: online registration, transcripts, grades and academic support services [3C.9]. All faculty, staff and students have access to the following information technology services: the campus Enterprise Resource Planning (ERP) data system (Ellucian Colleague), WebAdvisor, web-based resources for e-mail (Correo), room/event scheduling and analysis (Astra Schedule), a curriculum database (CurricUnet), online faculty / staff directory (Salsa), Google Apps (docs, calendar and sites), online course management system (Blackboard Learn), online student orient-
tation and assessment, online advising, help desk, maintenance service requests, network security, telecommunication and wireless access. Additionally, Managers and program chairs rely on technology for data and statistical analysis to support planning and decision-making. Cabrillo has made a concerted effort to integrate information technology into instructional curriculum via smart classrooms, computer labs and online resources.

The IT department includes three functional groups; Applications, Operations and Client Services supporting the technical needs of students, faculty and staff. The director of information technology is the chief information systems officer (CISO) for Cabrillo and reports to the vice president of administrative services. The IT Department has a staff of 25, including the director. Student workers provide help desk and desktop support, web development, network support and technical assistance for students at the CTC [3C.8].

Application projects that interface with Colleague provide value to all members of the College community. One such project was to develop a SQL data warehouse to create a definitive single-source reporting of Cabrillo’s enterprise data, which was integrated with the goal of developing a Faculty Inquiry System using a SQL-based ‘just in time’ data warehouse to provide faculty with student achievement information that would help improve instruction. Another project, implementing an advanced document management system (SoftDocs), included creating an interface with Colleague and a cluster of servers used to store Financial Aid documents required of each student. Now, a completed document package is stored and viewed by students and staff for each applicable student record, assisting students in managing their own successful applications and reducing the call volume to the Financial Aid Office dramatically [3C.1].

Additional application projects have been implemented to deliver critical services to the Cabrillo community. A Blackboard team works together to support Distance Education and is comprised of the director of the Teaching and Learning Center, the TLC Help Desk support assistant, the CTC director and a Computer Systems Technician. This team worked on transitioning to Blackboard 9.1, a major upgrade that required analyzing all processes to meet new criteria for authenticating, developing new standards for delivery and application management, developing online support resources for faculty and students and retraining faculty. From the IT side, the upgrade required a rewrite of all scripts that generate the Blackboard accounts and section enrollments. An assessment was made and results indicated that moving to Blackboard-managed hosting was necessary to support the growing user base in both distance and on-campus courses. This allowed the College to reduce risk with improved scalability and security, uptime guarantees and product enhancements that better support the teaching and learning process. The move also improved helpdesk services to students and faculty by providing access to top-level tech support for issues that arise in course content creation and management. Faculty can now utilize more robust student performance, tracking and assessment tools, and the administrative interface is easier to manage.

Cabrillo’s last Accreditation Self-Evaluation (2007) pointed to a need to maintain transparent evidence documenting related department activities. This in turn led to the initiation of efforts to develop an IT Intranet site, which was eventually developed using Google Sites. The first content included meeting agendas and minutes documented on the Accred3C site and quickly changed into a full-blown department Intranet containing project documents and other related documentation under each of the three IT groups. It was designed as a collaborative site with a wide span of content for any Cabrillo employee. Faculty and staff receive training for Google apps in the (TLC), learning how to integrate the use of sites, docs and calendar events to meet instructional and program needs.

Information Technology is a well known energy and power consumer. One of the stated goals of the 2012 Technology Plan is to maximize effective use of resources. The improvement of operational systems is evidenced by a significant effort to reduce energy consumption in primary areas, including data center and desktop power utilization [3C.1]. Close to 70 percent of servers have been virtualized, reducing the power requirements in the Data Center [3C.10]. Although there are 40 physical servers remaining, future projects will include additional virtualization [3C.1]. The new Virtual Desktop Infrastructure (VDI) project promises to reduce power consumption by desktops. Cabrillo is starting with 32 zero-client machines in early 2012 with plans to deploy as many as 250 more machines by the end of the year. IT has deployed close to 400 smart strips, an energy saving promotion from PG&E that Cabrillo used to provide a savings in desktop power consumption [3C.1].
B. THE INSTITUTION PROVIDES QUALITY TRAINING IN THE EFFECTIVE APPLICATION OF ITS INFORMATION TECHNOLOGY TO STUDENTS & PERSONNEL.

Description

Training for students and personnel is provided through multiple venues and formats, and participants evaluate the training to provide feedback to ensure that the training is appropriate and effective. Much of the faculty training is conducted during Flex Week, and each participant completes one evaluation form per workshop. Additional feedback is gathered via the annual Staff Development Survey and augmented with data collected by CCEU in its surveys. The Chancellor’s Office also provides an online Distance Education survey for students and faculty, allowing results to be evaluated against those submitted by other colleges. The needs of technology-driven courses are addressed in a number of ways. Support and maintenance for classrooms providing student technical training and technology access has been addressed through cooperative efforts between the CTC and IT. Instructional departments are actively involved in specifying technology use, but outside the classroom there are additional support services for training students: library information literacy workshops and courses, library laptop loaner program, computing labs and individualized learning centers [3C.11]. Additional instructional labs include those in the following disciplines: computer information systems, computer science, digital publishing and web media, computer applications / business technology, Academy for College Excellence, Title V learning communities, construction and energy management, engineering technology, physics, photography, biology, chemistry, math, music, nursing, English and the library.

The Teaching and Learning Center (TLC) provides ongoing training for all college employees, with an emphasis on instructional technology and Distance Education [3C.4]. A variety of training opportunities are available through Flex Week workshops, one-on-one assistance and on-demand specialized training held throughout the academic year. Since 1997, faculty and staff have participated in workshops and classes and received drop-in (“just-in-time”) services to improve faculty and staff skill levels with traditional desktop software packages such as Microsoft Office, web authoring and use of a learning management system. Additionally, the TLC provides coordination for the Distance Education Program, including instructional design services, training for distance instructors, application administration and student and faculty tech support.

The TLC coordinates the College Flex Calendar, which provides ten days per year for faculty and staff to attend workshops, division and department meetings and all-college convocations. Workshops cover topics relevant to improving teaching, including instructional technology [3C.4]. The following academic technologies are supported: Blackboard Learn, iTunesU, EduStream and various web-development applications [3C.4]. Departments on campus maintain the content of their own web pages using software that allows for timely updates of information critical to students. Additional data-driven pages were developed to display degree requirements, course descriptions and department contact information.

The staff members of the Information Technology Help Desk and the TLC Help Desk provide training and support via phone, email and webinars. Improved online resources for student self-help include WebAdvisor, online frequently asked questions and expanded web site information [3C.11], including orientation videos for distance students. Disabled Student Services and Programs provide information technology training in the CTC for students with disabilities, as part of regular courses.

A “Train the Trainer” method for faculty and staff has been established for Colleague projects. Initial training is provided by Information Technology staff, then expertise is disseminated by those trained staff members to their co-workers [3C.1]. Additionally, IT established contractual partnerships with several reliable, knowledgeable vendors, who provide training to staff. The College regularly engages employees at Ellucian regarding concerns and to offer suggestions for product improvement. IT maintains frequent contact with other institutions, both statewide and nationally, to stay up to date on best practices and to ensure that the College uses state-of-the-art technology solutions to run network services and provide hardware and software to the College.

Some faculty and staff choose to attend webinars, conference workshops, or on-campus training. Employees may also attend regular classes, such as CIS, CABT and DM courses for professional development or advancement on the salary scale [3C.12], [3C.13]. Desktop and in-person training for Cabrillo employees is available at the Teaching and Learning Center (TLC) This includes
assistance with standard Microsoft Office applications, Adobe applications and specialized applications for web-based technologies. Cabrillo’s IT Department offers limited training on certain applications and systems used at the College, such as Colleague and Web Publishing. Online and face-to-face training is available for IT staff in addition to specialized training through 3CDUG and CISOA. Teaching and Learning Center staff members participate in Blackboard-sponsored training and @ONE training for Distance Education topics. This allows them to stay current on best practices, state standards and federal Distance Education policies. Technology personnel work with statewide and national groups to keep current and knowledgeable with best practices. Participation in Chancellor’s Office committees that set statewide standards for technology allows the College to stay current without straying too far into proprietary directions.

Beyond the committee work, individuals involved with technology keep current and knowledgeable with best practices and participate in statewide and national groups. In addition to DUG and 3CDUG, these include the Telecommunications Technology Advisory Committee [3C.14] to the Chancellor’s Office, the Distance Education Advisory Committee to the Chancellor’s Office and CaliBUG (California Blackboard Users Group) [3C.3]. The Technology Plan and program review are greatly influenced by the expectation of future technology trends and the future needs of the College as a whole, including demands placed on it by students, faculty, administration and the community. Continual assessment of effectiveness is made through the technology planning process and program planning process [3C.1], [3C.15].

**C. THE INSTITUTION SYSTEMATICALLY PLANS, ACQUIRES, MAINTAINS AND UPGRADES OR REPLACES TECHNOLOGY INFRASTRUCTURE AND EQUIPMENT TO MEET INSTITUTIONAL NEEDS.**

**Description**

The decision-making framework at Cabrillo ensures technology investment decisions are aligned with overall priorities as outlined in the College Strategic Plan [3C.2]. The Technology Plan and Program Review informs the College of technology needs and proposed solutions [3C.1]. Annual evaluations of infrastructure and systems are made and may result in the addition of new services and improved infrastructure. As regular evaluations of existing equipment for currency are made (faculty and staff computers, smart classroom equipment, printers, scanners and other necessary peripherals) this leads to subsequent recommendations for the replacement of outdated equipment or upgrade to a newer technology. Office technology is provided to each full-time employee, and access to equipment is provided on shared basis to part-time faculty and part-time staff. The detailed inventory of all desktop equipment allows for repurposing desktop resources if required as older machines become unusable.

Through the master planning process and program planning process, the faculty, staff and administrators determine and prioritize lists of equipment needs, including technology [3C.15]. This process allows all members to provide input and advocate for resources needed to improve student learning and student support. Instructors identify instructional technology needs and submit requests for instructional equipment funds through the program chair. For classroom technology, the program chairs and deans develop a prioritized list within each division that is then submitted by the deans to the Office of Instruction and the Instruction Council, which collaborates with Information Technology for recommendations on standard equipment. These recommendations include consideration of long-term maintenance and repair costs, as well as staff resources needed to implement the technology. Technology purchases are facilitated by the Purchasing Department and often include vendor demonstrations, negotiating pricing, license agreements, warranties and state special purchase agreements [3C.16].

Non-instructional technology needs (all of the offices and departments outside of the classroom) are assessed when components identify and prioritize needs in consultation with IT. There is more than one process to evaluate need, depending on the scope or complexity of the technology request. Hardware and software are evaluated for their effectiveness in helping components meet their program outcomes. Technology requests generally include identifying budgets, resources, specifications / requirements, compliance issues and establishing priorities.

The budget augmentation process has historically been used to guide technology requests for both instructional and non-instructional technology needs [3C.17]. A prolonged period of state budget reductions and absence of state instructional equipment money has suspended the process in recent years. The Technology Plan and program review outline the budget augmentation pro-
Funding is required beyond funds allocated by the Instructional Cabinet and the CPC. CPC approval is needed when additional technology requests that touch multiple components are vetted through and support are defined and described by the IT director. Technology consultation [3C.18]. Standards for implementation, maintenance projects are brought by the IT director to the committee for consultation. The Technology Committee advises on long-term technology directions, and large projects may require approval of the CPC (Level 2) [3C.1]. The Technology Committee makes recommendations for technology specifications and additional equipment needed to support the technology. It also assesses when new technology should be allocated and existing resources can be re-allocated into different components to meet new or existing needs.

Another avenue for equipment replenishments exists in early spring. The vice presidents look at non-classroom needs and any classroom needs they did not have money for in the fall assessment. At the end of the academic year, the vice presidents come forward with technology requests that can be funded with one-time funds. There are several primary funding mechanisms considered during the budget augmentation process: SIE funds, carryover funds in components and one-time funds. Additionally, funds with defined restrictions may be available for technology purchases. They may include bond money restricted to secondary effects of instruction, lottery funds and grant funds.

Regular updates and maintenance of technology generally occur within the context of a department's specified budget, using the campus requisition process. However, it is often necessary to replace technology or purchase new technology that affects multiple areas of campus and requires consultation with IT. This is when the budget augmentation process is initiated. Such projects may include the installation of classroom technology, upgrading the network infrastructure, or adding new technology to support student services. Depending on the funding mechanism, some projects may require VP approval (Level 1), while larger projects may require approval of the CPC (Level 2) [3C.1]. The Technology Committee advises on long-term technology directions, and large projects are brought by the IT director to the committee for consultation [3C.18]. Standards for implementation, maintenance and support are defined and described by the IT director. Technology requests that touch multiple components are vetted through Cabinet and the CPC. CPC approval is needed when additional funding is required beyond funds allocated by the Instructional SIE Process (State Instructional Equipment funding) [3C.19].

Deployment and subsequent management of technology is the responsibility of the College's IT Department. Some funds for technology are also available, on a limited basis, from the Student Senate via a proposal process once a year called "Instructional Support Grants" [3C.1]. There is also a yearly Faculty Grants Program, sponsored by the Cabrillo College Foundation, to which Cabrillo faculty can apply for funding of special needs items for teaching, including technology [3C.20]. Technology funding may also be augmented by grants such as block grants and categorical funding. Small pockets of money are available for emergency purchases, primarily through salary savings.

**D. THE DISTRIBUTION & UTILIZATION OF TECHNOLOGY RESOURCES SUPPORT THE DEVELOPMENT, MAINTENANCE & ENHANCEMENT OF ITS PROGRAMS & SERVICES.**

**Description**

The College maintains a large number of workstations and servers over a complex network, which is segmented by instruction and non-instruction (commonly known as administrative) networks located at the Aptos campus and Watsonville Center and at satellite locations. Cabrillo is continually developing standards for network software and protocols [3C.1]. There are 1,200 PCs and 304 Mac desktops on the instruction network and another 891 PCs and 255 Macs for staff and faculty on the administrative network. IT manages 122 smart classrooms, 46 computer labs and over 300 printers. On the infrastructure side, the department manages 129 physical and virtual servers and supports 53 network closets, three data centers and over 250 switches. IT completes over 1,500 support work orders per year and provides both internal and external web environments saving over 57,000 web documents. There are over 1,500 network accounts, 1,200 IP phones and 1,000 voice-mail user accounts [3C.1].

Each project is initiated, planned, executed and closed with the involvement of the three IT departments: Applications, Operations and Client Services. Once a request is made (external or internal to IT), a simple analysis is conducted to estimate the three primary knowledge areas: scope, time and cost. A project is also evaluated with other factors, such as overall priority or impact and will be considered depending on the complexity of the project. In some cases analysis is not required because proceeding is the only op-
tion; many times a compliancy issue with the state Chancellor’s Office or with federal requirements requires mandatory action. A priority process is initiated, including collaboration between the user community and IT management [3C.1]. The IT Planning and Project Charter is a planning document outlining important details that impact a project, such as constraints, timelines, budget and approvals. This document provides a basic scope of information necessary in implementing the technology request [3C.1].

**Evaluation**

The College meets the standard. Many industry-standard principles are now utilized to manage projects and the scope of information associated with them. The primary objective is successful deployment of the project, through communication, a clear understanding of the requirements, management participation and documentation. The IT Project and Planning Charter ensures proper documentation for establishing the validity of a project, and many other details are included to ensure that project requirements are verified [3C.1].

Since the last accreditation visit, Cabrillo’s information technology accomplishments include development of an integrated college website, implementation of Alert-U and emergency response application, implementation of a disaster recovery plan for IT, significant upgrades to the network infrastructure and voice-over IP (VOIP) telecommunications for all offices and the majority of classrooms [3C.1]. The installation of a new storage area network (SAN) and completion of the R18 conversion to Colleague has improved services to all students, faculty and staff [3C.21]. Over 200 faculty and 16,000 students each year are using Blackboard Learn, the learning management system used for online, hybrid and web-enhanced instruction [3C.3]. The Distance Education Committee, in collaboration with the CCFT Distance Education Task Force, wrote a Distance Education Plan, and the faculty contract and faculty evaluation process now contains performance standards for online teaching [3C.3].

A new Virtual Desktop Infrastructure (VDI) project has provided a new direction for the technological landscape at Cabrillo. Leveraging an opportunity to redesign labs in the Building 300 renovation project, the server infrastructure and requirements for zero clients were planned and implemented for use in spring 2012. The new VDI strategy will save significant costs with the service and support needs for the lab. Whereas the goal for 2012 was to deploy 250 virtual clients for both new and established labs, the actual number of clients deployed was 330.

The survey conducted in late 2011 indicated an overall positive trend in staff and faculty satisfaction with the IT Department. Additionally, IT communications and services are relevant and timely [3C.1]. However, almost 20 percent of respondents still feel their assigned computers do not meet their needs. In addition to the loss of productivity and frustration that exists with employees using old equipment, there is a more significant support requirement for older equipment as well. One of the primary objectives of the IT Department is to develop and implement a VDI for use throughout Cabrillo. Additionally, classified staff would like to see more time for training on applications. Schedules often restrict access, and obtaining release time to train can be an issue [3C.22]. Two other areas to address based on the current survey are wireless connectivity at Cabrillo (Hawknet) and effective smart classrooms. The IT Department’s goal will be to conduct a wireless coverage audit to identify gaps in coverage and areas of excessive overlap.

The Information Technology Department has three primary goals. Each of those goals contains multiple short-term and long-term objectives. They are summarized as:

1. Improve College effectiveness through enhancements to the following systems: Colleague, MIS reporting, SQL data warehouse, document management and web
2. Enhance student, faculty and staff technology use with improvements to infrastructure development, data access and security
3. Improve efficiency of College services through development of technology solutions to support a successful college environment.
2. TECHNOLOGY PLANNING IS INTEGRATED WITH INSTITUTIONAL PLANNING. THE INSTITUTION SYSTEMATICALLY ASSESSES THE EFFECTIVE USE OF TECHNOLOGY RESOURCES AND USES THE RESULTS OF EVALUATION AS THE BASIS FOR IMPROVEMENT.

Description

College technology decisions are guided by the College Strategic Plan, state guidelines and the Technology Plan and Program Review [3C.1], [3C.2]. All major technology projects are integrated with the institutional planning process. Since 2007, deployment of technology at Cabrillo has focused on the following goals: designing and implementing a comprehensive, effective enrollment management plan; using a combination of human and computer-supported systems; increasing the effectiveness of outreach and enhancing enrollment; and increasing use of current and emerging technologies for student support and for teaching, both on campus and via distance learning [3C.1].

College strategies addressing technology are evaluated and updated annually by the Technology Committee and the CPC for consistency with the College Strategic Plan. The Technology Committee is a standing committee, meeting on a regular schedule (usually monthly) comprised of representatives from all three components: Student Services, Administrative Services and Instruction. Members represent all employee categories at Cabrillo, including management, faculty and classified staff, with representatives from both CCFT and CCEU. The Technology Committee is chaired by the director of information technology. The Technology Plan and Program Review are updated annually by the director of IT and reviewed with the Technology Committee and CPC for consistency with the College Strategic Plan and are subsequently reviewed by the Governing Board [3C.2].

Cabrillo relies on a shared governance process to review and provide input into plans, including technology decisions [3C.18]. The Technology Committee serves as the conduit between IT, Instruction, Student Services and Administrative Services on matters of institutional technology, and in this capacity assesses the effectiveness of campus wide technology efforts.

The Cabrillo IT Department follows a specific strategy when new technology requirements develop. These requirements can come from any area of the College and are specifically identified on the technology request flow chart in the 2012 Technology Plan and Program Review [3C.1]. Essentially, recommendations flow through the chain of command of the component where the request originated. The ideas are evaluated by the responsible and pertinent management involved with the suggestion. Once the recommendation gets to the IT Department, the idea is assessed.

- **Step 1: Assess.** Using the College Strategic Plan, Tech Plan, Facilities Master Plan, Educational Master Plan, Distance Education Plan, program planning, user feedback, planning and research data, compliance issues from the state Chancellor’s Office or from federal requirements, ideas are analyzed. The important criteria include impact on the College both with and without the recommendation. The impact on the IT Department is evaluated with respect to resources and timelines. Costs and budgetary constraints are also taken under consideration. A feasibility analysis of the idea is also addressed.

- **Step 2: Plan.** Once the recommendation has a positive potential outcome, a negotiated process (where user expectations are aligned with IT expectations) takes place to ensure a proper deliverable. Also, the newly minted requirement (which has now become a project) has a project lead or manager assigned and must be prioritized with the current work in process of department. Also, wherever possible, a key user or group is established. An interface between the project manager and the key user is critical to identify the scope of the project. Priorities, which may cause conflict with other projects or requirements, are set at the executive management level. Documentation such as a Project Charter is helpful prior to beginning implementation.

- **Step 3: Implement.** As the project becomes in process, several simultaneous activities evolve. An important goal is for the project lead to communicate the project’s status either to the end user or to IT management. This process is related to setting the goals and objectives and helps to keep the deliverable in line with expectations. Also during the implementation phase, training considerations are evaluated both for the IT resource and for the user on the receiving end of the project. Testing in a development
Figure 4 depicts the continuous improvement processes that are followed in Information Technology for project management. This iterative process provides a good model and approach to project scope ensuring that the deliverable aligns with expectations.

**Application of Planning Cycle:** One example of this strategy includes Cabrillo’s data-reporting procedures. To improve accuracy of reporting processes required by the Chancellor’s Office, a newly defined methodology has been implemented. This plan includes detailed strategy in the Data Management Roles and Responsibilities Project, where each level of responsibility is defined [3C.9]. Data stewards oversee the functional areas that capture, maintain and disseminate data for their function. They are the managers of administrative functions and services. Data experts are operational staff within a functional area with day-to-day responsibilities for managing business processes and establishing business rules for the production transactions systems. The data managers include the IT analyst staff responsible for supporting the functional areas corresponding to those of the data experts. The data managers will have close liaison with the corresponding data expert. The data administrator has overall responsibility for co-coordinating and monitoring the data administration process. This function has technical responsibility for the Meta Data Responsibility and Data Integration. Data users are individuals who access institutional data in order to perform their assigned duties or to fulfill their role in the community. Data users are responsible for protecting their access privileges and for proper use and protection of the data they access. As these roles have been identified, it is also important to set up and manage a college wide group, to review the operational effectiveness of data management policies and procedures and to make recommendations to the Cabinet for improvement or change.

**Evaluation**

The College meets the standard. The institution ensures that technology and facility decisions are based on the results of evaluation of program and service needs, including those for Distance Education, and that those needs are met effectively as a result of prioritization and plans for improvement.

**PLANNING AGENDA**

None.
REFERENCES

[3C.2] College Master Plan
[3C.3] Distance Education Plan (2012)
[3C.4] Teaching and Learning Center, Distance Education
[3C.6] PRO surveys
[3C.7] California Community Colleges Chancellor’s Office Datamart
[3C.8] Computer Technology Center
[3C.9] Cabrillo Information Technology, client services and operations
[3C.10] Technology Update: Data Center Upgrade and Server Consolidation, Board Item E.6, January 2011 [minutes]
[3C.11] Cabrillo web site
[3C.12] Cabrillo College Federation of Teachers (CCFT)
[3C.13] Cabrillo Classified Employee Union (CCEU)
[3C.14] Telecommunications and Technical Advisory Committee
[3C.16] Purchasing Office, Technology Purchasing
[3C.17] Interview with Renée Kilmer and Dennis Bailey-Fougnier
[3C.18] Technology Committee minutes
[3C.19] College Planning Council minutes
[3C.20] Cabrillo College Foundation, Faculty and Staff Grant Awards
[3C.21] Storage Area Network Update, Board Item E.10, April 2011
[3C.22] Staff Development Survey Results
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multicampus systems.

The overall budget for the College is $75 million, and resources are sufficient to ensure financial solvency and support educational improvements [3D.1]. Finances are managed with integrity in a manner that ensures financial stability, as evidenced by the development of “best” “mid” and “worst” case scenarios in budget scenarios shared with the College community and the tendency towards fiscal conservatism in the planning process [3D.1], [3D.2], [3D.3]. The resource allocation process provides means for setting priorities for funding institutional improvements through the CPC, which is the highest level of participatory governance at the College [3D.3].

1. THE INSTITUTION RELIES UPON ITS MISSION AND GOALS AS THE FOUNDATION FOR FINANCIAL PLANNING.

A. FINANCIAL PLANNING IS INTEGRATED WITH AND SUPPORTS ALL INSTITUTIONAL PLANNING

Description

CPC serves as the main forum for discussion around institutional and financial planning and other relevant policy matters [3D.4]. The president chairs CPC meetings, with membership including administration, faculty, staff and student representatives [3D.3]. CPC was initially created for the specific purpose of developing, reviewing and monitoring college master plans. CPC is also responsible for integrating budget development and other fiscal and budgetary matters with institutional planning and with the

“Learning is an ornament in prosperity, a refuge in adversity, and a provision in old age.”

- Aristotle

View of Moss Landing
institution’s overall Mission and Vision Statements [3D.4]. Accordingly, CPC utilizes Cabrillo’s Mission and Vision Statements as well as the College Strategic Plan to evaluate program review reports, new program proposals, service proposals, resource allocation matters and resource reduction proposals. CPC formulates recommendations to the president. These are integrated with those of the Cabinet, and are subsequently presented to the Governing Board for discussion and approval.

Working in conjunction with CPC, financial and institutional planning also takes place at various levels within the organization. Instructional departments review and develop program plans and Student Learning Outcomes, along with the resource needs to achieve desired outcomes. These instructional plans are presented and reviewed by the Council for Instructional Planning (CIP), which ranks and forwards the top third to CPC [3D.5]. Non-instructional departments also conduct program and planning reviews for CPC consideration.

The Facilities Planning Committee plans capital outlays and all major construction and remodeling projects to be consistent with the goals and objectives of the College [3D.6]. The resulting Facilities Master Plan guides these expenditures and is reviewed bi-annually by the board [3D.7], the president and vice president of administrative services.

B. INSTITUTIONAL PLANNING REFLECTS A REALISTIC ASSESSMENT OF FINANCIAL RESOURCE AVAILABILITY, DEVELOPMENT OF FINANCIAL RESOURCES, PARTNERSHIPS AND EXPENDITURE REQUIREMENTS.

Description

The vice president of administrative services, acting as Cabrillo’s chief business officer and member of the CPC, ensures that consideration is given to critical financial implications associated with all institutional plans presented to CPC [3D.4]. CPC insures that Cabrillo’s Mission Statement, as well as the College Strategic Plan are considered in the decision making process regarding the allocation of resources. Central to all discussions are student success outcomes as evidenced in the ‘Budget Reduction Process Commitments, Criteria and Strategies’ document [3D.7] and also evidenced in the ‘Academic Staffing Process’. The office of the vice president of administrative services works closely with the Business Office to insure that budget development incorporates institutional plans and decisions developed and reviewed by CPC and accepted by the president.

Revenue and expense assumptions, along with multi-year projections and ‘Best-Worst Case Scenarios’ are reviewed by CPC during its participation in the annual budget development process as well as in its efforts to integrate institutional and financial planning for the College [3D.1], [3D.2], [3D.3]. This information is also disseminated to all constituent groups represented on the CPC. The budget development process is repeated for the final budget, allowing the College another opportunity to incorporate updated information from the state and the College itself.

Budget-to-actual variances are analyzed annually and used as a metric indicator for reliability in the budget and planning process. For the past five years, budget-to-actual variances for revenues have averaged approximately (+/-) two percent and for expenses approximately (+/-) four percent. The ending fund balance is also examined annually, as significant efforts have been made to build the required reserve as well as to build sufficient resources to accommodate the apportionment deferrals instituted by the state (the College currently experiences $9.6 million in deferrals at year-end) and to build resources for unexpected downturns. For the past five years, the College has experienced increases to its fund balance (from $11.8 million to $17.4 million). However, as part of the College’s short-term plan to address its structural deficit by partially using one-time resources, fiscal year 2011-12 closed with a $12.4 million fund balance, marking the first planned decrease in the past five years [3D.1].

C. WHEN MAKING SHORT-RANGE FINANCIAL PLANS, THE INSTITUTION CONSIDERS ITS LONG-RANGE FINANCIAL PRIORITIES TO ASSURE FINANCIAL STABILITY. THE INSTITUTION CLEARLY IDENTIFIES AND PLANS FOR PAYMENT OF LIABILITIES IN FUTURE OBLIGATIONS.

Description

The CPC considers both the short and long term interests of the College in its recommendations to the president regarding institutional and financial plans (including the planning for long-term liabilities and obligations) [3D.3].

Various tools such as multi-year projections, population demographics, fund-balance projections, cash flow analysis and ‘Best-
Worst Case Scenarios’ are presented to CPC and are used by the Council [3D.3] to inform these groups’ discussions and their final recommendations to the president. Additionally, as part of long term planning, existing and potential liabilities are identified and considered as they relate to the payment of long-term liabilities and obligations in the budget-development process, and multi-year planning projections are provided to the CPC and the Governing Board [3D.1], [3D.3], [3D.7]. Planning for Distance Education is included in the instructional planning processes and integrated in department planning.

The final stage of process includes the president’s recommendation to the Governing Board, which is ultimately responsible for the long-term stability and health of the institution [3D.1], [3D.7].

d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Description

The annual ‘Budget Calendar’ clearly outlines and defines the financial and budget development process [3D.8]. Prepared by the office of the vice president of administrative services in conjunction with the Business Office, the Budget Calendar outlines milestones and deliverables to complete the budget, including when key fiscal information will be shared with CPC for review and input (thereby ensuring interested members of the community an opportunity to participate). The Budget Calendar is specifically designed to include opportunities for the constituencies at CPC to provide advice on proposed re-allocation or reduction of resources, planning parameters, multi-year projections, key information released by the state and completion dates for both the preliminary and final budgets. The College’s instructional and non-instructional programs provide input to CPC via their program reviews and planning which take place annually, or in some instances, on a five and six-year cycle [3D.3].

CPC’s role of overseeing and integrating institutional and financial planning is ultimately fulfilled through the committee’s recommendations presented to the president. The president, after consulting with the Cabinet, presents the plans to the Governing Board, first as information items and subsequently for action. The Governing Board holds an annual retreat to develop Board goals, which are used as a basis for decision-making and resource allocation. These goals have been used to guide the negotiation process with all bargaining units.

Evaluation

The College meets the standard. Financial planning is conducted with transparency, in accordance with the College’s mission and goals and with responsible allocation of resources to maintain fiscal solvency and support institutional planning.

2. TO ASSURE THE FINANCIAL INTEGRITY OF THE INSTITUTION AND RESPONSIBLE USE OF FINANCIAL RESOURCES, THE FINANCIAL MANAGEMENT SYSTEM HAS APPROPRIATE CONTROL MECHANISMS AND WIDELY DISSEMINATES DEPENDABLE AND TIMELY INFORMATION FOR SOUND FINANCIAL DECISION MAKING.

A. FINANCIAL DOCUMENTS, INCLUDING THE BUDGET AND INDEPENDENT AUDIT, HAVE A HIGH DEGREE OF CREDIBILITY AND ACCURACY AND REFLECT APPROPRIATE ALLOCATION AND USE OF THE FINANCIAL RESOURCES TO SUPPORT STUDENT LEARNING PROGRAMS AND SERVICES.

Description

The budget development process is guided by the College Strategic Plan [3D.3] and incorporates input from both instructional and non-instructional program planning. Ultimately, this information is presented to the CPC, which ensures integration of institutional and financial plans and that student learning programs and services are supported through these efforts, as evidenced by the ‘Academic Staffing Process’ [3D.3], which ensures that funds are allocated in accordance with the institution’s Mission Statement and institutional planning goals [3D.3], [3D.7]. CPC presents its recommendations to the president, who in turn presents recommendations to the Governing Board for final approval.

Integrity of financial operations is ensured by means of established internal controls and through annual independent external audits [3D.9]. Each year, The Governing Board reviews the findings and recommendations made by the auditors as part of the audit report [3D.7]. The office of the vice president of administrative
services and the Business Office, prepare a management report in response to the annual audit that includes actions taken or planned in response to the auditor's findings and recommendations. Recommendations made by the auditors are either fully implemented or if they are not, an explanation is provided by management. As of the most recent reports available from 2011, no significant “disagreements with management” were noted in reviewing the college's financial practices [3D.9], [3D.10], [3D.11].

The Governing Board also receives monthly financial reports, Foundation updates, investment reports, cash-flow projections, bond reports and financial updates, which provide timely fiscal information to the board to assist in its understanding of the College's financial condition and to facilitate decision-making [3D.7].

B. INSTITUTIONAL RESPONSES TO EXTERNAL AUDIT FINDINGS ARE COMPREHENSIVE, TIMELY AND COMMUNICATED APPROPRIATELY.

Description

Audit reports are presented to the Governing Board annually, as soon as they are available [3D.7]. Through the audit report, the board is made aware of any audit findings and recommendations provided by the auditors, along with the administration's response to each finding and the management report. Administration's response includes actions taken and/or planned in response to the auditor's findings and recommendations. Recommendations made by the auditors are either fully implemented or if not, an explanation is provided by management. Each annual audit report also includes the previous year's audit findings and recommendations, along with a summary of corrective action taken by the District [3D.9], [3D.10], [3D.11].

C. APPROPRIATE FINANCIAL INFORMATION IS PROVIDED THROUGHOUT THE INSTITUTION, IN A TIMELY MANNER.

Description

Key financial information is disseminated to the College community throughout the year using a variety of communication methods. The vice president of administrative services regularly attends CPC meetings providing updates and projections regarding the budget. Presentations of financial information include easy-to-follow materials outlining possible scenarios and courses of action. Furthermore, the vice president (and/or designee) thoroughly explains the details included in presented materials and answers questions from the Council. Examples of information shared are: ending balances for the unrestricted funds ($10.6 million for FY 2011-12, $15.5 million for FY 2010-11 and $13.4 million for FY 2009-10), amounts borrowed through mid-year and regular TRANS as well as monthly updates regarding cash-flow analysis for the district [3D.1], [3D.3], [3D.7]. Annual budget projections are always presented in a manner that allows CPC to clearly understand worst, best and mid-range scenarios based on the College's many funding streams.

Most relevant financial information is accessible online [3D.3]. The Business Office maintains a web page with key fiscal information, such as the annual preliminary and final budget, annual audit reports and OPEB actuarial reports [3D.1], [3D.9], [3D.12a], [3D.12b], [3D.12c], [3D.13], [3D.14a], [3D.14b]. The Business Office site also includes materials documenting fiscal and budgeting processes, including the Business Guide and the current state Budget and Accounting Manual. The office of the vice president of administrative services also maintains a web page linking to current statewide information from the Chancellor's Office and the Community College League of California [3D.14a], [3D.14b].

Finally, the College's Governing Board web page includes all fiscal information presented to the board and is easily accessible to all community members, including the public [3D.7].

Other forms of communication include periodic emails to the College community with budget developments, fiscal and state budget updates and reminders of critical dates and milestones on the Budget Calendar [3D.15]. In-person meetings, including budget forums and town halls, are held throughout the year [3D.16]. For these meetings to explain complex budget matters to the entire campus community, the vice president of administrative services and her office develop even more granular breakdowns of the budget. Additionally, CPC members routinely share fiscal information with their constituencies, fostering routine discussions of financial information within the Faculty Senate, Faculty Union (CCFT) and Classified Union (CCEU) [3D.17].

In addition to these efforts, fiscal information is also made available to the College community on the College's file server and also by accessing the College’s financial system which is available to every financial analyst assigned to each of the College's divisions.
D. ALL FINANCIAL RESOURCES, INCLUDING SHORT- AND LONG-TERM DEBT INSTRUMENTS (SUCH AS BONDS AND CERTIFICATES OF PARTICIPATION), AUXILIARY ACTIVITIES, FUND-RAISING EFFORTS AND GRANTS, ARE USED WITH INTEGRITY IN A MANNER CONSISTENT WITH THE INTENDED PURPOSE OF THE FUNDING SOURCE.

Description

Extensive process and procedures have been developed and implemented by the College to ensure consistent use of resources and alignment with the goals and objectives of the funding source [3D.1], [3D.3], [3D.13], [3D.18], [3D.19a], [3D.19b].

In addition to CPC and the Governing Board’s involvement in the budget development process for all expense categories, including salaries, benefits, other operating expenses and capital improvements, processes are in place to align spending with potential funding restrictions [3D.1], [3D.3]. For example, personnel costs, which currently account for approximately 87 percent of total expenses, are dictated by contractual obligations with union groups and by compliance requirements with state regulations such as the FON requirement and the 50 percent Law [3D.20a], [3D.20b].

Capital improvements and other bond-related projects are reviewed and overseen by a community bond oversight committee [3D.21]. All significant purchases are processed through a purchase order process, which includes review and vetting by both the Purchasing and the Business Office [3D.13].

The Governing Board approves all grants, and budgets to guide grant spending appropriately are loaded to Cabrillo’s financial accounting system [3D.7]. Internal audits are conducted as needed to verify that grant spending is consistent with the goals of the funder. For example, Chancellor’s Office grants for CTE programs are audited and certified quarterly, for compliance with approved budget allocations and spending restrictions.

Collectively, through the efforts of the shared-governance committees and administration’s oversight, the process of allocating resources is aligned with the overall institutional and financial goals of the College.

E. THE INSTITUTION’S INTERNAL CONTROL SYSTEMS ARE EVALUATED AND ASSESSED FOR VALIDITY AND EFFECTIVENESS, AND THE RESULTS OF THIS ASSESSMENT ARE USED FOR IMPROVEMENT.

Description

The Business Office routinely evaluates internal control systems throughout the year. This year, for example, a review was conducted of the established process and procedures related to signature authorizations on all existing business forms [3D.22]. This examination revealed the need for continued training in signature requirements for new employees with fiscal responsibilities and identification of potential areas for streamlining and improved efficiency.

These internal reviews are augmented by independent external examination, since internal controls are part of the College’s annual audit by the independent auditors [3D.9], [3D.10], [3D.11]. No material weaknesses related to deficiencies in internal controls over financial reporting were identified in the most recent audit report for 2011. However, a deficiency in internal controls over compliance was noted, along with a response by the College that included a plan for corrective action [3D.9].

Evaluation

The College meets the standard. There are appropriate control mechanisms in place to assure the financial integrity and responsible use of resources, which give evidence of their effectiveness by occasionally bringing to light deficiencies that need to be corrected in internal processes.

3. THE INSTITUTION HAS POLICIES AND PROCEDURES TO ENSURE SOUND FINANCIAL PRACTICES AND FINANCIAL STABILITY.

A. THE INSTITUTION HAS SUFFICIENT CASH FLOW AND RESERVES TO MAINTAIN STABILITY, STRATEGIES FOR APPROPRIATE RISK MANAGEMENT AND REALISTIC PLANS TO MEET FINANCIAL EMERGENCIES AND UNFORESEEN OCCURRENCES.

Description

The College has maintained a substantial unrestricted general fund balance in the past, though at the end of fiscal year 2011-12 there was a planned decrease in the ending balance. Even with the planned draw-down to bridge state funding shortfalls, the
The College's cash flow is also closely monitored throughout the year. Monthly cash-flow analysis is performed and projected year-end balances are updated on the same cycle. When cash-flow projections have predicted shortfalls, the College has participated in both mid-year and summer tax anticipation programs, which provide low interest, short-term borrowing against future tax revenues [3D.7], [3D.23]. Active management of payments and receipts is also utilized throughout the year to maximize the availability of cash from payables and receivables. Combined, these efforts have provided the College the necessary cash to meet all of its obligations.

Both CPC and the Governing Board are provided the cash and fund balance analysis throughout the year to assist their decision making as they guide the budget development process for the upcoming fiscal year [3D.3], [3D.7].

**B. THE INSTITUTION PRACTICES EFFECTIVE OVERSIGHT OF FINANCES, INCLUDING MANAGEMENT OF FINANCIAL AID, GRANTS, EXTERNALLY FUNDED PROGRAMS, CONTRACTUAL RELATIONSHIPS, AUXILIARY ORGANIZATIONS OR FOUNDATIONS AND INSTITUTIONAL INVESTMENTS AND ASSETS.**

**Description**

The final authority over all fiscal matters lies with the Governing Board and the president, who entrusts the vice president of administrative services and the Business Office to oversee all fiscal matters for the District.

Under the guidance of the vice president of administrative services, the Business Office oversees financial recording and reporting of all fund types, including general unrestricted funds, restricted funds, debt service funds, special revenue funds, building and bond funds, auxiliary funds and trust and agency funds. The current oversight structure enforces consistent and uniform application of accounting policies and principles and strengthens adherence to established internal controls, thus ensuring compliance with federal, state and local reporting requirements [3D.9], [3D.10], [3D.11]. As an example of the oversight efforts provided, the Business Office published a Business Office Guidelines handbook [3D.13], which addresses some of the more common business transactions conducted by the various departments and programs in the college. The guidelines are intended to provide information as well as educate the community on the various process and procedures that need to be followed.

The Cabrillo College Foundation is a separate entity; however it also adheres to the same financial policies established at the College. In order to ensure consistency and continuity, the vice president of administrative services is also an active member of the Foundation Board’s Finance Committee.

**C. THE INSTITUTION PLANS FOR AND ALLOCATES APPROPRIATE RESOURCES FOR THE PAYMENT OF LIABILITIES AND FUTURE OBLIGATIONS, INCLUDING OTHER POST-EMPLOYMENT BENEFITS (OPEB), COMPENSATED ABSENCES AND OTHER EMPLOYEE RELATED OBLIGATIONS.**

**Description**

The Business Office reviews both short and long term liabilities as part of the annual budget process and allocates adequate resources [3D.1], [3D.3], [3D.8], [3D.24]. Information related to all liabilities is presented as part of the annual budget and audit to both the CPC and the Governing Board. For example, annually, the OPEB liability is reviewed as part of budget development, and deliberate efforts have been made to continue funding the liability despite significant budget reductions.

Other compensation-related obligations, such as employee vacation accrual, are re-calculated annually and recognized as appropriate [3D.9], [3D.25a], [3D.25b]. Expenses are recorded in the year they are incurred, and adequate resources are set aside to cover the estimated long-term liability portion.
D. THE ACTUAL PLAN TO DETERMINE OTHER POST-EMPLOYMENT BENEFITS IS PREPARED AS REQUIRED BY APPROPRIATE ACCOUNTING STANDARDS.

**Description**

An actuarial study related to the College's OPEB liability, is conducted bi-annually as prescribed by the Governmental Accounting Standards Board (GASB 45) [3D.12a], [3D.12b], [3D.12c]. The estimated liability is recognized and reported in the annual audit [3D.9]. A description of the funding plan (a combination of pay-as-you-go with partial funding of the ARC) is also included in the external auditor's report.

E. ON AN ANNUAL BASIS THE INSTITUTION ASSESS AND ALLOCATE RESOURCES FOR THE REPAYMENT OF ANY LOCALLY INCURRED DEBT INSTRUMENTS THAT CAN AFFECT THE FINANCIAL CONDITION OF THE INSTITUTION.

**Description**

As part of the annual budget development process all debt obligations are recognized and sufficient resources are allocated for the payment of the upcoming fiscal year's debt obligation. The College's overall financial stability has been characterized as having a 'very strong capacity to meet financial commitments', as evidenced by the recent Standard & Poor's and Moody's rating of 'AA' and 'Aa2' received in June 2012.

Both short and long-term debt obligations are reviewed by CPC, and relevant information is provided as part of the annual budget report to the Governing Board. In addition, independent external auditors examine all debt obligations and related fiscal information as part of the annual audit process [3D.9].

F. INSTITUTIONS MONITOR AND MANAGE STUDENT LOAN DEFAULT RATES, REVENUE STREAMS AND ASSETS TO ENSURE COMPLIANCE WITH FEDERAL REQUIREMENTS.

**Description**

The Financial Aid Office, under the guidance of the vice president of student services is tasked with oversight and administration of all federal and state-funded aid inclusive of the student loan program. The College's student loan default rates for the past three years are as follows: 7.2 percent for FY 2007-08, 13.2 percent for FY 2008-09 and 11.6 percent for FY 2009-10. Overall, the College has been pleased with relatively low default rates it has experienced as well as the current downward trend it has enjoyed for the past year. However, recent changes to the default rate calculation will require Cabrillo to continue working on improving existing processes and procedures related to the issuance of student loans, with the aim of maintaining and/or improving on the College's student loan default rates. Compliance with all federal and state mandates and regulations is managed through established process and procedures and extensive use of internal control mechanisms. Federal and state-funded programs are reviewed as part of the annual audit by the College's independent auditors [3D.9].

G. CONTRACTUAL AGREEMENTS WITH EXTERNAL ENTITIES ARE CONSISTENT WITH THE MISSION AND GOALS OF THE INSTITUTION GOVERNED BY INSTITUTIONAL POLICIES AND CONTAIN APPROPRIATE PROVISIONS TO MAINTAIN THE INTEGRITY OF INSTITUTION.

**Description**

Contracts with external entities follow an established set of Governing Board polices aimed at insuring consistency with institutional goals and objectives. Internal controls have been put in place to ensure compliance with Governing Board policies, dictating which contracts need board approval and which can be approved by senior administrators.

Contracts are first reviewed by the Oversight Department, which in turn forwards the documents to the Purchasing and the Business Office for proper vetting. Contracts deemed to meet the institution's goals and objectives are then presented to the Governing Board for approval or (if board policy dictates), are presented to the appropriate senior administrator for approval [3D.7], [3D.13].

H. THE INSTITUTION REGULARLY EVALUATES ITS FINANCIAL MANAGEMENT PROCESSES AND THE RESULTS OF EVALUATION ARE USED TO IMPROVE INTERNAL CONTROL STRUCTURES.

**Description**

Regular assessment of financial management processes takes places throughout the year both internally and by external entities.

Internally, all departments go through program planning, which
includes self-assessment and identification of areas for improvement. Additionally, throughout the year, management analyzes and identifies potential areas for improvement. For example, the Business Services Office is in the process of examining cash-flow needs for the College, specifically between fiscal years as well as during key periods of the year when cash availability is strained. The results of this effort will impact budget development for successive years to come [3D.3].

Externally, independent auditors annually examine Cabrillo’s finances, along with Foundation and bond-related activities [3D.9]. The results of these audits provide the catalyst for improvement.

Evaluation

The College meets the standard. The financial policies and procedures in place ensure sound financial practices and financial stability.

4. FINANCIAL RESOURCE PLANNING IS INTEGRATED WITH INSTITUTIONAL PLANNING. THE INSTITUTION SYSTEMATICALLY ASSESSES THE EFFECTIVE USE OF FINANCIAL RESOURCES AND USES THE RESULTS OF THE EVALUATION AS THE BASIS FOR IMPROVEMENT OF THE INSTITUTION.

Description

The CPC is tasked with overseeing and integrating institutional and financial planning. The council fulfills this responsibility by authoring recommendations to the president regarding all matters affecting the College’s master plans [3D.3].

The CPC was created with the specific purpose of developing, reviewing and monitoring College master plans [3D.4]. CPC has evolved to become responsible for developing, overseeing and integrating budget development and other fiscal matters with institutional planning. Accordingly, CPC utilizes the institution’s Mission and Vision Statements to evaluate program review reports, new program proposals, service proposals, resource allocation matters and resource reduction proposals. Additionally, financial and institutional planning also takes place at various levels within the organization. Instructional departments review and develop program plans and Student Learning Outcomes, along with the resource needs to achieve desired outcomes. These instructional plans are presented and reviewed by the Council for Instructional Planning (CIP), which ranks and forwards the top third to CPC. Non-instructional departments also conduct program and planning reviews for CPC consideration [3D.5].

An assessment of the effective use of financial resources is conducted annually at various levels of the institution. Both instructional and non-instructional departments conduct the evaluation as part of their program review process. The results of this evaluation process are shared with CPC and are considered in the context of the College’s standing on the 50 percent Law, FON obligation, student success initiatives and other relevant factors [3D.7], [3D.26], [3D.27]. Collectively, the information influences and helps shape CPC’s final recommendations to the president.

Efforts are ongoing to improve communication with all constituencies regarding important fiscal matters, to facilitate early identification and resolution of critical fiscal challenges. Different methodologies of delivering and presenting complex fiscal items such as cash flow and fund balance needs are often developed and refined as a result of audience feedback.

Evaluation

The College meets the standard. The integration of financial resource planning with institutional planning takes place at all levels of program planning and is reviewed at a college wide level by the CPC, and the various programs systematically assess the effective use of financial resources and use the results to improve effectiveness.

Currently, the College continues to prioritize efforts to integrate institutional and financial planning. The College is committed to maintaining data integrity, transparency and timely delivery of information, all within its participatory governance structure.

PLANNING AGENDA

None.
REFERENCES

[3D.1] Preliminary and Final Budget Book: last 3 years
[3D.2] Budget Planning History
[3D.3] CPC minutes: last year
[3D.5] Priorities for budget augmentation from Instructional Planning Council
[3D.6] Copy of Facility Master Plan: most recent
[3D.7] List of budget agenda items for presentation and action with the Board: last three years
[3D.8] Budget Development Calendar
[3D.9] Audit Reports / Management Letters: last three years
[3D.10] Copy of Foundation audited financial statements: last three years
[3D.11] Copy of Bond audit report: last three years
[3D.12a] Actuarial Study for Post-retirement health benefits: most recent (in the following link, under “Audits”)
[3D.12b] Collective bargaining agreement
[3D.12c] Collective bargaining agreement
[3D.15] Emails from vice president business updating budget issues
[3D.16] Notes from Budget Forums on Budget Info Webpage, on left side, by year
[3D.17] Faculty Senate minutes
[3D.18] Instructional Equipment Request and Master Plan Goals and Objectives
[3D.19a] Budget decision making process
[3D.19b] Budget decision making process
[3D.20a] Current Bargaining Agreements (Contracts)
[3D.20b] Current Bargaining Agreements (Contracts)
[3D.21] Copy of minutes from Bond Oversight Committee
[3D.22] Business Office Meeting Minutes

[3D.23] Tax and Revenue Anticipation Notes (TRANs) board items: last 3 years
[3D.25a] Accrual policy in contractual agreement and labor agreements, CCEU Article 13, 14 & 15
[3D.25b] Accrual policy in contractual agreement and labor agreements, CCFT Article 10
[3D.26] CCFS 311: last three years
[3D.27] CCFS 311Q: most recent quarter
Standard 4: Leadership & Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Cabrillo maintains a clear structure of governance, in which all stakeholders work together for the progress and welfare of the students. While leaders throughout the organization engage in vigorous debate at times, all consistently work together with goodwill and commitment to serve the interests of students. In fact, Cabrillo is distinguished by an atmosphere of dedication and cooperation throughout the institution.
Several developments, including growth of the College, recent unforeseen and unprecedented budget cuts, necessary and growing reliance on increasingly complex technology, and college wide implementation of the program planning process, have taxed the College’s decision-making structures, practices and procedures more than ever. Given the institution’s longstanding commitment to shared governance, these current challenges have required that Cabrillo’s leadership work together to develop and clarify decision-making structures and practices, even more than in the recent past.

At the CPC, the overall decision-making process was an ongoing topic, which, after numerous iterations and edits and suggestions, resulted in approval in November 2011 of a graphic representation illustrating this process [4A.1]. As a part of the improvement cycle for institutional effectiveness, CPC approved a revision of the diagram in December 2012 (see following page for the final revision).
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn and improve.

Description

Cabrillo’s organizational chart with the president/superintendent at the top [4A.2] is one-dimensional and only hints at how the College is led and who performs the various tasks of leadership. Decision-making begins with relationships among people, and leadership at Cabrillo is not exclusively a top-down affair. In practice, most decisions involve a shared-governance or advisory committee. Those committees, while established in response to governance needs and requirements over the more than 50 years of Cabrillo’s existence, are built on relationships among their members—and among the groups they represent—continuously throughout time.

Real leadership is exercised and governance takes place when representatives from the various constituencies on campus get together to discuss issues and to make plans and decisions concerning the direction of the College.

The various governance committees and councils represent affiliations—of people, of departments, of duties and of responsibilities. The work of these committees and councils is informed by established processes that connect levels of performance to funding protocols and requirements. Because of the care that has been taken to establish these committees and to construct useful measurements of quality and effectiveness, the College has the structures and processes in place to carry out responsive, effective planning, both short-term and long-term. The diagram on the following page illustrates the decision-making process at the College, in which the Mission is central and there is continuous dialogue among the institution’s components, with CPC being the key venue for high-level dialogue. It also notes the direct communication route to the Governing Board from the Faculty Senate regarding academic and professional matters.

As an example of how governance committees work together in response to the state budget crisis and the subsequent reduction...
in funding, the Faculty Senate and instructional administrators worked together to develop a Program Reduction and Elimination Matrix that utilizes agreed-upon data points to measure and rank all departments. In addition to the quantitative measures, all departments were encouraged to provide qualitative data for consideration in case the matrix would need to be used to determine which program(s) would need to be reduced or eliminated [4A.3].

1. INSTITUTIONAL LEADERS CREATE AN ENVIRONMENT FOR EMPOWERMENT, INNOVATION AND INSTITUTIONAL EXCELLENCE. THEY ENCOURAGE STAFF, FACULTY, ADMINISTRATORS AND STUDENTS, NO MATTER WHAT THEIR OFFICIAL TITLES, TO TAKE INITIATIVE IN IMPROVING THE PRACTICES, PROGRAMS AND SERVICES IN WHICH THEY ARE INVOLVED. WHEN IDEAS FOR IMPROVEMENT HAVE POLICY OR SIGNIFICANT INSTITUTION-WIDE IMPLICATIONS, SYSTEMATIC PARTICIPATIVE PROCESSES ARE USED TO ASSURE EFFECTIVE DISCUSSION, PLANNING AND IMPLEMENTATION.

Description

Regardless of the issue, the committee or the discussion, leaders from all parts of Cabrillo value and encourage wide participation among the College community. This ethos is known as “the Cabrillo Way,” and college wide participation maintains Cabrillo’s focus on equity, diversity and student success. Institutional leaders work to create an environment of college wide participation, innovation and excellence, a task that seems daunting unless leaders make conscious choices to act in service to others, instead of serving their own needs. For example, Cabrillo’s institutional learning outcomes or the “Core Four” were developed through a shared governance process in the Faculty Senate, revised with input from the Student Senate, and are commonly known and understood by all; they reflect Cabrillo’s belief that everyone has a part in facilitating student success. Cabrillo has a long tradition of “servant leadership,” which values contributions from all—not just those with an impressive title or at the top of the hierarchy.

The Welcome Center

An example of Cabrillo’s servant leadership approach is the concept of a welcome center. At an Enrollment Services Task Force meeting in 2008, a complicated discussion ensued about where to locate a “welcome center” that would serve as a central point for many students who are first-generation college students and unfamiliar with how the institution functions or even where to start the process of applying or registering. A complication arose when it was mentioned that students arrive on campus via car, bus, on bikes or on foot and would not even know a welcome center existed, much less how to find it.

That is when one of the classified staff—an Instructional Division assistant (IDA)—spoke up and said: “I am the welcome center. Students park in the lot next to our division office, and ours is the first door they see. They aren’t looking for a welcome center; they’re looking for answers or directions to an office or a building. So I tell them what I can, or I show them where to go, and if there’s not a line at my desk, I walk them to where they need to go and introduce them to the person or place they’re looking for.”

This statement completely changed the direction of the task force and became the motto for the whole campus. The focus shifted from finding a place to locate a physical “welcome center” to identifying the most likely entrance points for students and ensuring that those working at or close to those entrance points were ready to function as a “welcome center.” Response among committee members to the IDA’s contribution led to a solution that did not originate with a vice president, a president, a dean, or a consultant—none of whom have the breadth and depth of experience being that welcome center. This solution was from one of the many valued classified staff at Cabrillo and continues to be implemented in an ongoing manner.

Town Hall Meetings

Another example of Cabrillo’s desire to seek input from all stakeholders is its use of Town Hall meetings. In response to decreased funding from Sacramento and the necessity to make cuts in program and staff, the college president and the component vice presidents convened a series of Town Hall meetings at which they reported on the budget, presenting the complexity of its various elements with clarity and precision. They also took questions from one and all and opened up the floor, encouraging anyone in at-
Attendance to contribute to the conversation, whether to express frustration or to propose potential solutions. Armed with a deeper understanding of the College’s finances, the Cabrillo community was able to move forward with discussions about the conditions under which the College would have to downsize and by how much. In addition, the Town Hall meetings provided a safe, welcoming venue for all College employees to ask questions and offer suggestions [4A.4].

Staff Development Day 2012

The budget crisis provided another opportunity for dialogue and empowerment exemplifying “the Cabrillo Way.” Historically, once a year the College hosts a lunch in appreciation of the classified staff. In the last few years, due to the ongoing budget crisis, which resulted in cutbacks across campus, including in the classified ranks, the classified staff union decided not to endorse the annual lunch. Instead, the union proposed to President King to have a Staff Development Day, not only for the classified staff, but for everyone, including administrators, classified staff and faculty. A Staff Development Committee, representing all parts of campus, was convened to choose development topics and plan the day. The event turned out to be a tremendous success, with strong turnout. The general feeling of those who participated was that the College was making an investment in them. The process was collaborative and had an effect of drawing together people from disparate functions and positions to work on a common goal. Because of its success, this day will become an annual event [4A.5].

In an effort to better document the many and varied venues for shared governance as well as details concerning the charge of those committees / councils, their membership and often their agendas and minutes, the old paper Governance Manual has been digitized. The new Governance Manual is now available on the president’s web page [4A.6].
This is considered a “work in progress,” as each committee chair is contacted and asked to provide any updates to the committee’s PDF page where all the pertinent information is kept. These annual updates ensure that the manual is kept current.

Evaluation

The College meets the standard. Institutional leaders create opportunities for staff at all levels and for students to take initiative in improving the programs and processes with which they are involved. The institutional values, embodied in the Mission and the “Core Four,” are familiar to all and used at all levels of institutional practice and process.

2. THE INSTITUTION ESTABLISHES AND IMPLEMENTS A WRITTEN POLICY PROVIDING FOR FACULTY, STAFF, ADMINISTRATOR AND STUDENT PARTICIPATION IN DECISION-MAKING PROCESSES. THE POLICY SPECIFIES THE MANNER IN WHICH INDIVIDUALS BRING FORWARD IDEAS FROM THEIR CONSTITUENCIES AND WORK TOGETHER ON APPROPRIATE POLICY, PLANNING AND SPECIAL-PURPOSE BODIES.

A. FACULTY AND ADMINISTRATORS HAVE A SUBSTANTIVE AND CLEARLY DEFINED ROLE IN INSTITUTIONAL GOVERNANCE AND EXERCISE A SUBSTANTIAL VOICE IN INSTITUTIONAL POLICIES, PLANNING AND BUDGET THAT RELATE TO THEIR AREAS OF RESPONSIBILITY AND EXPERTISE. STUDENTS AND STAFF ALSO HAVE ESTABLISHED MECHANISMS OR ORGANIZATIONS FOR PROVIDING INPUT INTO INSTITUTIONAL DECISIONS.

Description

Cabrillo has long had a tradition of working to ensure that policy planning and decision-making happens in venues that represent the many different stakeholders at the College. Indeed, faculty and administrators hold clearly defined roles in the governance structure (see appendix) and are regularly involved in decisions regarding all aspects of the College, including the budget. During the years from 2008-12 this involvement has been especially important considering the intense pressure that Cabrillo has been under to make budget cuts on an ongoing basis.

The primary areas where important decisions are made at the College include the CPC, the Faculty Senate and from within the administration. Widespread participation in planning and decision-making is established through Board Policy 2130, as that is where the roles of various stakeholders are outlined [4A.7]. The following provides an overview of the three central venues for discussion and decision-making at Cabrillo:

The CPC

Our CPC is the most central shared governance group at Cabrillo. With broad representation from all sectors of the campus community, the council meets regularly to discuss planning and specific decisions and initiatives that are being considered by the College. Although the CPC acts to make recommendations to the president in an advisory capacity, the dialogue that goes on in its meetings allows the faculty, classified staff, students and administration (through their representatives) to provide input before significant policies are carried out. Issues important to the overall operation and mission of the College are routinely brought before CPC to ensure that decisions are made in a transparent manner.

The Faculty Senate

The faculty at Cabrillo enjoys a significant role in the overall decision-making processes of the College. As articulated in BP 2130, “In consulting collegially, the Governing Board will rely primarily upon the advice and judgment of the Faculty Senate on all policies and procedures related to academic and professional matters. The recommendations of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. “This clearly stated intention on the part of the Governing Board to utilize primary reliance ensures that unless there are “exceptional circumstances” and/or “compelling reason(s)” the Board will accept the recommendations of the Senate [4A.7].

The Administration

Although at Cabrillo decisions are made, overall, through a matrix of shared-governance groups and committees, that is not to diminish the central role played by the administration in determining institutional policies, planning and budget. Through various levels of discussion, planning and review, administrators bring their expertise to bear in guiding and directing the activities of the College.

STD 4A: Decision-Making Roles & Processes
The ultimate decision-making committee at the administrative level is the president’s Cabinet, made up of the president and the college’s three vice presidents. Members of the Cabinet bring ideas for discussion and action as well as consider those that have been raised by other stakeholder groups. The Cabinet functions as a way for the highest-level administrators to meet on a regular basis in order to strategize ways to implement decisions made by the president and review ideas and initiatives that arise from across the College.

Additionally, the Cabinet receives input and advice from the other 30 or so Managers at the College at the monthly Managers’ meeting. A smaller group of managers who submit items for Governing Board agendas meet at Administrative Council, primarily to discuss these agenda items.

B. THE INSTITUTION RELIES ON FACULTY, ITS ACADEMIC SENATE OR OTHER APPROPRIATE FACULTY STRUCTURES, THE CURRICULUM COMMITTEE AND ACADEMIC ADMINISTRATORS FOR RECOMMENDATIONS ABOUT STUDENT LEARNING PROGRAMS AND SERVICES.

Description

Both the faculty and the academic administrators are deeply involved in planning and developing student learning programs and services. Two of the most important subcommittees of the Faculty Senate serve precisely to allow for this involvement: the Curriculum Committee and the Academic Council. Made up of faculty and administrators from across the instructional component, both of these groups meet throughout the semester. [Governance Manual] The Curriculum Committee meets on a regular basis, and the Academic Council meets when necessary to address issues under the committee’s purview. Additionally, faculty members participate in their own programs in terms of developing and assessing SLOs, creating and implementing curriculum changes and writing program plans that guide institutional decisions. The Outcomes Assessment Review Committee, a shared governance committee with representation from all components of the College, oversees all SLO and AUO assessment on campus. One of its functions is to note areas of concern in student learning that are occurring across the entire campus. When needed, it is empowered to initiate campus wide dialogue about student learning needs, a function it has not yet had to use. Academic administrators meet in the Instructional Administrators Council (IAC), chaired by the vice president of instruction and comprised of division deans, instructional deans and the library director. Recommendations about student learning and programs often form the basis of discussion in IAC. Ultimately, it the role of the vice president of instruction to coordinate and oversee all instructional programs and services.

Evaluation

The faculty and academic administrators are relied upon by the College for recommendations regarding student learning programs and services. According to survey results, strong majorities of faculty feel that their representation on CPC allows for effective input of ideas concerning policy and planning decisions [4A.8]. This representation is in addition to the ongoing work of the Faculty Senate, the Curriculum Committee, the Academic Council and the Outcomes Assessment Review Committee, which all provide avenues for faculty input on programs.

3. THROUGH ESTABLISHED GOVERNANCE STRUCTURES, PROCESSES AND PRACTICES, THE GOVERNING BOARD, ADMINISTRATORS, FACULTY, STAFF AND STUDENTS WORK TOGETHER FOR THE GOOD OF THE INSTITUTION. THESE PROCESSES FACILITATE DISCUSSION OF IDEAS AND EFFECTIVE COMMUNICATION AMONG THE INSTITUTION’S CONSTITUENCIES.

Description

Cabrillo is committed to shared governance and practices collaborative decision-making throughout the institution. All constituencies take part in committees and other venues to communicate with one another and share their ideas toward the goal of bettering the College.

Because serving the interests of the students is the focus of Cabrillo’s mission, students have an active voice at all levels of college governance: through the Student Senate, at the Faculty Senate, at CPC and on the Governing Board. Many Distance Education students at Cabrillo are also taking classes on-site and are able to participate in the established student government venues and student activities. Distance Education students may also contact division deans or Student Services deans by email for concerns and questions.
Faculty input on college matters is as varied as the types of issues about which the faculty are concerned. Each academic department holds regularly scheduled meetings throughout each semester, where the department as a whole, led by a program chair, discusses ongoing projects, functions and needs of the department and its students. Further, where size allows, each department constitutes committees to discuss and develop responses to particular needs, such as curriculum development, curriculum offerings, basic-skills instruction, CTE, department majors' requirements and faculty staffing and hiring needs. Each division dean also holds at least one division meeting every semester. Those meetings give rise to many issues and concerns, as well as to innovations and possibilities for collaboration. Ideas and concerns discussed with and among faculty members are communicated to those outside of the department in a number of ways, the most immediate of which is when a faculty member serves on or attends one of the many shared-governance committees on campus. The body that has primary responsibility for representing the faculty on all issues, but especially those concerning student learning, is the Faculty Senate.

In accordance with AB 1725, “the Cabrillo College Governing Board has elected to rely primarily upon the advice and judgment of the Cabrillo College Faculty Senate, in all the areas listed” here: curriculum (including establishing prerequisites and placing courses within disciplines), degree and certificate requirements, grading policies, educational program development, standards and policies regarding student preparation and success, district governance structures (as related to faculty roles), faculty roles and involvement in accreditation processes (including self study and annual reports), policies for faculty professional development activities, processes for program review, processes for institutional planning and budget development and other academic and professional matters as mutually agreed upon between the Governing Board and the Faculty Senate. “This means that the recommendations of the Cabrillo College Faculty Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the Cabrillo College Governing Board or its designee...shall promptly communicate its reasons in writing to the Cabrillo College Faculty Senate”[4A.9].

The classified staff provides input through shared-governance committees, many of which include representatives of the classified union, the Cabrillo College Employees Union (CCEU).

In addition to speaking at formally constituted bodies and processes, both staff and faculty often voice their concerns and opinions to Managers, who in turn convey these at the many meetings and committees they attend. Administrators have their own meetings, as well: the Managers’ meeting, Deans’ Council, Administration Council and Cabinet.

All of this collaboration among students, staff, faculty and administrators has resulted in institutional improvements. An example of this occurred in the CPC in response to increasing budget concerns. The Services and Programs Reduction Advisory Committee, SPRAC, was formed as a subcommittee of the CPC and includes members from all of Cabrillo’s constituencies. The committee evaluates what the effects of cutting all or part of a position will be on the rest of the College and helps define the plan for coping with the loss, following up six months later to re-evaluate the effects of the cuts and to make sure the plan is working or whether some adjustment to the plan might be necessary [4A.10].

The College has also involved members of the community through the formation of industry advisory groups, constituted to help career and technical programs ensure that their courses and programs reflect current industry demands. These groups meet regularly and include faculty, students, administrators, staff and community members who work in pertinent industries and fields.

College wide collaboration has also resulted in an improved college website. Given growing dependence on the Internet and, more specifically, on the College’s website, to disseminate information since the last accreditation visit, the website has undergone a major overhaul, resulting in improved ease of navigation for all users [4A.11]. Further, the website now includes additional information, such as an updated Governance Manual [4A.12], the Board and Administrative Policies [4A.13], a calendar of administrative meetings and various committee—meeting minutes. Because the budget has been a critical concern of late, budgetary information has been posted to the website as soon as the budget is updated. Budget—centered “town-hall meetings” have been ongoing, and the notes from the meetings are also posted on the website [4A.14].

The president sends frequent emails to keep the Cabrillo community apprised of budget updates and other newsworthy items. Vice pres-
idents and deans also utilize email to disseminate important and timely information, and the director of marketing and communication distributes a monthly e-newsletter. Cabrillo also has a presence on a number of Facebook pages as well as Twitter feeds.

**Evaluation**

The College meets the standard. Written policies on governance procedures specify appropriate roles for staff and students, as well as the academic roles of faculty in the planning of educational programs and services. Shared-governance structures work collaboratively on behalf of institutional improvements and clear examples of these improvements exist. Communication and dialogue at the College are widespread and effective.

**4. The Institution Advocates and Demonstrates Honesty and Integrity in Its Relationships with External Agencies. It Agrees to Comply with Accrediting Commission Standards, Policies and Guidelines, and Commission Requirements for Public Disclosure, Self-Study and Other Reports, Team Visits, and Prior Approval of Substantive Changes. The Institution Moves Expediently to Respond to Recommendations Made by the Commission.**

**Description**

As evidenced by the most recent favorable mid-term report to ACCJC in 2010, Cabrillo has been responsive to accrediting guidelines and has moved expeditiously in response to recommendations. The Governance Manual was updated and is available online. The College website has been restructured and is now much more efficient, informative and easy to use. Faculty and staff are being trained in the use of technology in the Teaching and Learning Center (TLC).

Many Cabrillo programs are accredited by appropriate outside accrediting bodies, demonstrating that the College conducts itself honestly and with integrity in its relationships with external agencies [4A.15].

In terms of relations with the United States Department of Education, the College is in year three of a five-year grant cycle with Title V HIS grant and year one with a Title III STEM grant, as well as several ongoing NSF grants. Cabrillo also has favorable relationships with many other outside agencies on ongoing projects [4A.16]. USDE regulations concerning financial aid are strictly adhered to.

**Evaluation**

The College meets the standard. Documentation shows that the response to past Commission recommendations has been timely and complete; communications to the public regarding educational quality at the College are accurate; and there are several indications of full and responsible compliance with USDE regulations.

**5. The Role of Leadership and the Institution’s Governance and Decision-Making Structures and Processes Are Regularly Evaluated to Assure Their Integrity and Effectiveness. The Institution Widely Communicates the Results of These Evaluations and Uses Them as the Basis for Improvement.**

**Description**

The College currently uses two main forms of evaluation in to review the institution’s integrity and effectiveness: Planning and Research Office surveys and the Program Planning Cycle.

The Planning and Research Office (PRO) conducts longitudinal surveys among the faculty and staff to receive feedback on a variety of questions related to learning, college resources and operations and governance [4A.17]. A survey committee was formed in 2003, consisting of key representatives from the College and chaired by the director of the Planning and Research Office. The survey instrument is regularly reviewed and updated as appropriate, with final approval subject to the CPC. Upon completion of the analysis of a survey, PRO publishes the results for the review of the community on the PRO website. Results of the survey are formally presented to CPC and the Governing Board. The results also find their way into the discussions of all of the major governing bodies throughout the organization, as evidenced in the published minutes of the CPC, Cabinet, the Administrative Council and the Governing Board. The last longitudinal study conducted was fall 2011.
Both Instructional Programs and Administrative Services undergo a regular cycle of program planning, whereby each body engages in self-study, which includes soliciting feedback from appropriate constituents—for instructional programs, the student body, and for administrative services, the campus community—in order to review the office's effectiveness in supporting student learning and in performing its services. Of course, such reviews also aim at developing strategies and practices to improve meeting those duties and responsibilities. The study includes the evaluation of SLOs for instructional components and Administrative Unit Outcomes (AUOs) for Administrative components. PRO also provides cumulated enrollment, success, completion, degrees, FTES, WSCH and FTEF data for analysis [4A.18].

Instructional Programs reports the results of its self-studies to the Council of Instructional Planning (CIP) [4A.19]. Completed program plans are published internally on a publicly accessible network drive for the campus community. Administrative offices report the results of their self-studies to the CPC. All departments within Student Services recently completed their program plans with a report to the Governing Board in June of 2012. Both Administrative Services and Student Services publish program plans on the websites of the vice presidents of both groups. A full schedule of the assessment of administrative programs can be found online at the PRO website. As part of the program planning process, Administrative Services is incorporating and assessing Administrative Unit Outcomes (AUOs). The assessment of AUOs is being used as direct feedback to guide administrative planning and recommendations.

**Evaluation**

The College meets the standard but could do a better job of disseminating results of these self-studies. While the PRO maintains a well organized website that includes the results of its surveys, the results of the administrative self-studies are not as readily available as they could be. A secure Google Site would provide Internet access to information currently stored on internal network drives and make it easier for everyone to be more informed and involved.

**PLANNING AGENDA**

None.
REFERENCES

[4A.1] CPC Minutes, November 2, 2011

[4A.2] Cabrillo College Org Chart, from PRO Office Fact Book (page vi)

[4A.3] Program Reduction/Elimination Matrix — documents available from Faculty Senate Web Page

[4A.4] Information/documents with dates, topics

[4A.5] Documents for Staff development day


[4A.7] Board Policy 2130

[4A.8] Faculty Survey, PRO 12/11, pg.17

[4A.9] Faculty Senate — AB 1725

[4A.10] SPRAC

[4A.11] Web Migration Project


[4A.13] ARs & BPs

[4A.14] Budget Information Center

[4A.15] Nursing Program is accredited by the California Board of Registered Nursing; Radiologic Technology accredited by Joint Review Committee on Education in Radiologic Technology (JRCERT); Dental Hygiene accredited by the Commission on Dental Accreditation (CODA); Criminal Justice certified by California Peace Officers Standards and Training (POST) and Standards of Training for Corrections (STC); Fire Tech certified by Office of the State Fire Marshal (OSFM), California State Training Institute (CSTI), California Division of Forestry (Cal Fire), Federal Emergency Management Agency (FEMA) and Occupational Safety and Health Administration (OSHA).


[4A.17] Planning And Research Office - Campus Climate Surveys
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the Governing Board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Description

The duties and responsibilities of the Governing Board, which are in compliance with Education Code Section 70902 [4B.1], are listed in Board Policy (BP) 1020 [4B.2]. Included in this list is to “determine the broad general policies which will govern the operation of the District.” The authority to maintain records, take action in an emergency and the power to contract and accept resignations is delegated to the superintendent/president in BP 1240 [4B.3], which states that the board “delegates to the superintendent/president the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action.”

1. THE INSTITUTION HAS A GOVERNING BOARD THAT IS RESPONSIBLE FOR ESTABLISHING POLICIES TO ASSURE THE QUALITY, INTEGRITY AND EFFECTIVENESS OF THE STUDENT LEARNING PROGRAMS AND SERVICES AND THE FINANCIAL STABILITY OF THE INSTITUTION. THE GOVERNING BOARD ADHERES TO A CLEARLY DEFINED POLICY FOR SELECTING AND EVALUATING THE CHIEF ADMINISTRATOR FOR THE COLLEGE OR THE DISTRICT/SYSTEM.

Description

The Cabrillo College Governing Board is the publicly elected group of community representatives who develop and uphold policies regarding all aspects of the functioning of the College. The board through its actions assures the quality of instructional programs and services. Furthermore, the Governing Board approves the allocations of necessary resources to support those programs and services. The policies and bylaws under which the board operates are developed and reviewed on a regular basis.

The Governing Board’s role in establishing a policy for selecting and evaluating the president/superintendent is the first duty stated in Board Policy 1020 [4B.4]. The policy for selecting the

“Only the educated are free.”
- Epictetus
Standard 4B: Board & Administrative Organization

The Cabrillo Community College District is a single-college district. There are seven trustees on the Governing Board, who represent defined areas within a tri-county area in Santa Cruz County, Monterey County and a small portion of San Benito County. The terms are for four years and are staggered to provide continuity of membership. In addition, there is one student representative elected by the student body who has an advisory vote. If the student representative is unable to finish his/her term, a replacement is appointed by the Student Senate [4B.8], BP 1030 [4B.9] states that “the Board shall consist of eight members. Seven shall be regular voting members elected by trustee area as defined in BP 2100 titled Board Elections and one shall be an advisory voting student member elected by the students at large.”

Current board members, none of whom are owners of the institution, reflect public interest in the institution through a cross-section of professionals in the College’s service area. These include an attorney, three business people, two county non-profit professionals and a retired university administrator [4B.10]. Two long-standing board members resigned in 2012, and their replacements were appointed after a special board meeting [4B.11a], [4B.11b]. They were elected in the November election after running unopposed.

The board’s regular monthly meetings are open to the public. Held normally on the first Monday of the month, these meetings are announced with agendas widely posted in advance. The board meets in closed sessions to discuss the business of the district relating to confidential, legal and personnel issues [4B.12]. Board agendas and meeting minutes are available on the College website [4B.13a], [4B.13b]. All decisions are made by majority vote [4B.14]. Board members may engage in robust discussions about campus issues, but once a vote is taken the Governing Board acts as a whole, supporting the decisions of the majority.

The board is committed to institutional integrity and operates under a written code of ethics [4B.15]. The board serves as an agent of the public, entrusted with public funds and working to promote the interest of all citizens without bias. Any conflict of interest is disclosed by board members, and interested parties abstain from voting on related issues.

Two examples of how the board protects the institution from undue influence or pressure can be seen in recent discussions, one regarding leases and the other regarding the appointment of an interim trustee. In the case of leases, the board member who is an attorney announced his conflict of interest, recused himself and left the room during the discussion [4B.16]. In the discussion of the interim appointment, one board member noted that the community members who were speaking in favor of one of the candidates were connected to him professionally, so he recused himself to avoid any appearance of a conflict of interest [4B.17].

B. THE GOVERNING BOARD ESTABLISHES POLICIES CONSISTENT WITH THE MISSION STATEMENT TO ENSURE THE QUALITY, INTEGRITY AND IMPROVEMENT OF STUDENT LEARNING PROGRAMS AND SERVICES AND THE RESOURCES NECESSARY TO SUPPORT THEM.

Description

The Governing Board reviews and updates college policies on a rotating schedule, and 60 percent of board policies have currently been updated to the format recommended by the Community College League of California. These documents are available to administration, faculty and staff in paper and electronic form [4B.18]. Under the direction of the board, the superintendent/president is responsible for overseeing the development and updating of the Policy Manual, which contains all of the board policies. Members
of the board, Faculty Senate, employee organizations, management personnel or members of the public may initiate additions or modifications of District policies. Following a shared governance practice, these proposals must go through a complete review cycle in the appropriate college representative committees and are then taken to the board for a “first reading” as an information item and a “second reading” as an action item, to be approved by majority vote [4B.19a], [4B.19b], [4B.19c], [4B.19d].

A Board Book is prepared by the president’s office for each board meeting; it includes agenda, previous minutes, information and action items, as well as numerous reports and background material used for board decision-making [4B.20]. The non-confidential parts of this book are now available in electronic form on the College website [4B.21]. The board reviews and approves the annual College budget, as well as monthly and quarterly financial reports for the College [4B.22a], [4B.22b], [4B.22c]. The board gives approval for all new hires, educational programs, student support programs and construction of physical facilities, requesting information from experts when appropriate [4B.23a], [4B.23b], [4B.23c]. The Facilities Planning Advisory Committee [4B.24] reviews and reports the status of all facilities projects and other issues related to facilities planning and usage. The Citizens’ Oversight Committee [4B.25] reviews and reports on the status of Measure D bond projects on a monthly basis to the Governing Board [4B.26].

After passing through the College’s curriculum review process, all new and modified curriculum is presented to the Governing Board for approval. The course and program approval process supports Student Learning Outcomes and assures that all state requirements are met for courses, articulation, degrees and certificates [4B.27]. This year, the Faculty Senate developed a process for Program Review [4B.28] that will provide data and analysis to the board regarding all academic programs. The date will also be used in the context of resource allocation discussions and decisions.

An example of policies that describe Governing Board expectations for quality, integrity and improvement of student learning programs and services can be found in BP 1000, the District Statement of Philosophy [4B.29]. In addition, the two overarching goals of the College Strategic Plan are to Increase Student Success and to Enhance Institutional Effectiveness, to which all other objectives are linked [4B.30].

C. THE GOVERNING BOARD HAS ULTIMATE RESPONSIBILITY FOR EDUCATIONAL QUALITY, LEGAL MATTERS AND FINANCIAL INTEGRITY.

Description

As established by the California Education Code (Ed Code70900-70902), the board has ultimate responsibility for educational quality, legal matters and financial integrity of the College. Its actions are independent and final; not subject to the actions of any other entity. The board accepts and exercises this responsibility, as evidenced by its deliberative actions reflected in Governing Board meeting minutes. For example, the board received and discussed the ARCC (Accountability Report for Community Colleges) from the state Chancellor’s Office to note how this measurement of student demographics and success reflects the College’s efforts [4B.31]. In other discussions, the institution’s financial integrity is reviewed by the board on a monthly basis through informational reports of all funds maintained by the district, including approvals of warrant registers and budget transfers [4B.32a], [4B.32b]. Board policy assures that an annual audit is conducted, reviewed and accepted at an open session of the board [4B.33a], [4B.33b]. This audit is available to the public on the College website.

D. THE INSTITUTION OR THE GOVERNING BOARD PUBLISHES THE BOARD BYLAWS AND POLICIES SPECIFYING THE BOARD’S SIZE, DUTIES, RESPONSIBILITIES, STRUCTURE AND OPERATING PROCEDURES.

Description

Board policies are available campus wide in electronic form on the internal College computer network, and paper copies are available in administrative offices [4B.34]. The bylaws and policies cover such topics as: Board Membership and Eligibility [4B.35], Election of Members [4B.36], Conflict of Interest [4B.37], Code of Ethics [4B.38], Board Education [4B.39] and Procedure for Developing Board Policies [4B.40]. The board oversees the integrity of the institution by assuring that these policies are accurate and clear [4B.41a], [4B.41b].
E. THE GOVERNING BOARD ACTS IN A MANNER CONSISTENT WITH ITS POLICIES AND BYLAWS. THE BOARD REGULARLY EVALUATES ITS POLICIES AND PRACTICES AND REVISES THEM AS NECESSARY.

Description

In order to assure accuracy, the board evaluates its policies and practices regularly and revises them to reflect current guidelines and practices of the College. The board has developed a process for a systematic review of all policies and practices on a rotating schedule [4B.42]. During the review process, a draft of the regulations or by-laws is assigned to administrative and management personnel for review to ensure compliance with regulations and to reflect the decisions of the shared governance processes. The goal of the review process is to ensure that the standards of the organization, healthy dialogue, institutional integrity, evaluation, planning and improvement are reflected and incorporated into the policies. Once policies are established, records of the board indicate that its actions are consistent with these policies and bylaws [4B.43].

F. THE GOVERNING BOARD HAS A PROGRAM FOR BOARD DEVELOPMENT AND NEW MEMBER ORIENTATION. IT HAS A MECHANISM FOR PROVIDING FOR CONTINUITY OF BOARD MEMBERSHIP AND STAGGERED TERMS OF OFFICE.

Description

BP 1110 [4B.44] states that “The superintendent / president and the board shall assist each new member-elect to understand the board’s functions, policies and procedures before he / she assumes office. Such assistance shall include, but shall not be limited to, providing written materials and invitations to attend board meetings and/or conferences with the superintendent / president. New board members shall be encouraged to attend meetings on a regional and/or statewide basis held as training / information sessions by other organizations.” Several board members have attended statewide and national conferences to further develop knowledge and skills [4B.45a], [4B.45b], [4B.45c]. BP 1110 also states that the trustee education program includes new trustee orientation. In addition to an annual board retreat, a calendar of events dedicated to leadership training / information sessions is developed annually by the superintendent / president and board chair, along with a process for determining which board members will attend the various development opportunities. Included in the written materials and information sessions provided to new board members is an overview of accreditation standards, process and expectations. The ACCJC website is shared with the whole board and the accreditation process is reviewed as part of the board’s annual retreat each year.

BP 1040 [4B.46] states that the seven regular voting members of the Governing Board are to be elected by the registered voters from each designated trustee area. The terms are for four years each, with elections held in even-numbered years and staggered to provide continuity of membership. At the January 2012 Board meeting, the longest-serving board member resigned. Following the resignation, the board followed BP 1070 [4B.47] to appoint the replacement board member. This included public notice of the vacancy and application period [4B.48] and a special board meeting in February to appoint the replacement board member [4B.49a], [4B.49b]. In May 2012 another board member resigned due to plans to move out of the designated trustee area and a replacement board member was made at a special board meeting in June according to the policy.

G. THE GOVERNING BOARD’S SELF-EVALUATION PROCESSES FOR ASSESSING BOARD PERFORMANCE ARE CLEARLY DEFINED, IMPLEMENTED AND PUBLISHED IN ITS POLICIES OR BYLAWS.

Description

The Governing Board has a clearly defined policy regarding annual self-evaluation [4B.50], stating that it is to take place each July. It generally occurs at the annual board retreat in September, since for the past several years there has been no July Board meeting, due to the lack of need for board action during the summer months. The current policy, which is scheduled for revision within the next six months, calls for an opportunity for input from the College community during the month prior to the board’s self-evaluation. In recent years, an electronic survey has been used to gather input from the campus community about the board’s performance, which has provided an effective review from the standpoint of the College community.

H. THE GOVERNING BOARD HAS A CODE OF ETHICS THAT INCLUDES A CLEARLY DEFINED POLICY FOR DEALING WITH BEHAVIOR THAT VIOLATES ITS CODE.
Description

The Cabrillo College Governing Board Code of Ethics was adopted in 1994 [4B.51], delineating the ethical standards to which the members of the board are expected to adhere. In addition, the board has a detailed policy for the disclosure of any possible conflicts of interest [4B.52]. To ensure institutional integrity, the board approved policies that spell out specific consequences for possible violations of the Code of Ethics in May 2007 [4B.53], acting in compliance with recently published guidelines regarding specific language. Since that time, there have been no questions or concerns regarding violations of the Code of Ethics.

I. THE GOVERNING BOARD IS INFORMED ABOUT AND INVOLVED IN THE ACCREDITATION PROCESS.

Description

The board is fully informed regarding the accreditation process. For the current accreditation self-study process, a board member reviewed the draft of this standard and gave input from the board's perspective. During the entire accreditation review process, board members have been given access to electronic copies of the meeting notes from all committees, as well as to the accreditation home page on the college's internal website. There have been oral and written updates on the accreditation process at board meetings, and board members have provided input regarding specific areas of interest [4B.54].

In addition to the review of the ACCJC website and accreditation process that takes place with new board member orientations and at the annual board retreat, publications such as the Guide to Accreditation for Governing Boards from the ACCJC and the Summer 2012 ACCJC Newsletter article on “Accreditation and Governing Board Roles and Responsibilities” have been shared with board members, who are also encouraged to take the ACCJC “Accreditation Basics” online course. The board reviews and approves the Institutional Self Study and has met jointly with the CPC to guide and support strategic planning efforts. Trustees are informed of Commission recommendations and institutional reports due to the Commission through monthly information items at the board meetings and weekly board updates from the president/superintendent.

The Governing Board is committed to supporting recommendations and improvements planned as part of the Institutional Self Study and Accreditation processes, as evidenced by its requests for accreditation updates and critical review of the progress made on recommendations [4B.55]. The board also approves resources to improve student success and outcomes, such as reassigned time for the SLO coordinator and the faculty co-chair for the Institutional Self Study. Members of the board provide key leadership for the Santa Cruz County College Commitment, reflecting a broad-based commitment to improving student learning outcomes. Board priorities are centered on student success [4B.56], and the College planning goals approved by the board each year are concerned with improving student success and outcomes, as evidenced by the College Strategic Plan's goals of increasing student success and enhancing educational effectiveness [4B.57].

J. THE GOVERNING BOARD HAS THE RESPONSIBILITY FOR SELECTING AND EVALUATING THE DISTRICT/SYSTEM CHIEF ADMINISTRATOR (MOST OFTEN KNOWN AS THE CHANCELLOR) IN A MULTI-COLLEGE DISTRICT/SYSTEM OR THE COLLEGE CHIEF ADMINISTRATOR (MOST OFTEN KNOWN AS THE PRESIDENT) IN THE CASE OF A SINGLE COLLEGE. THE GOVERNING BOARD DELEGATES FULL RESPONSIBILITY AND AUTHORITY TO HIM/HER TO IMPLEMENT AND ADMINISTER BOARD POLICIES WITHOUT BOARD INTERFERENCE AND HOLDS HIM/HER ACCOUNTABLE FOR THE OPERATION OF THE DISTRICT/SYSTEM OR COLLEGE, RESPECTIVELY.

Description

Cabrillo is a single-college district. The recently departed president had been at the College since August 2004 and accepted a position as Chancellor with the Los Rios Community College District starting February 2013. The established board policy for conducting the search and selection for the president / superintendent is found in BP 1430, and the process last approved for the 2003 search was updated for 2013. For the 2003 search, a thorough process was conducted, including two members of the board participating in a site visit to the applicant’s former institution along with other College representatives. For the 2013 search, the process discussed and approved at the December 2012 board meeting included three members of the board working with an interim and permanent search committee. An interim president was approved at the January 2013 meeting. Board Policy 2070.02 outlines the job description for the superintendent / president chief executive officer [4B.58]. The board is legally responsible...
for the effective operation of the district. The president and his/her staff are accountable for administration of the educational program and the conduct of College business. The president’s employment contract is negotiated and agreed upon by the board and the president. The president is given an annual, confidential performance evaluation based in part on the completion of annual goals and objectives. Every three years, the president receives an expanded performance evaluation that includes input from administrators, managers, faculty, classified staff, students and community members. Based on the outcome of these evaluations, the president’s contract is renewed by the board.

The president implements and administers policies under guidelines set by the board without undue interference or micromanagement. The delegation of administrative authority to the president/superintendent by the board is documented in BP 1240 [4B.59]. An example of how this works in practice is when the Governing Board sets targets for budget reductions [4B.60a], [4B.60b] and the president works with administration, faculty and constituent groups to implement reductions [4B.61a], [4B.61b], [4B.61c]. Working as a team, the president delegates appropriate responsibilities to the vice presidents of administrative services, instruction and student services, assuring effective management of College affairs. An example of how the board focuses at the policy level is the discussion of the Performing Arts Complex usage fees at the September 2012 meeting. Rather than focus on the procedural details of the fees, board discussion focused on the principles of charging for community use and compliance with the California Education Code’s Civic Center Act [4B.62].

The board conducts an annual evaluation of the president/superintendent which takes into account his/her implementation of board policies and achievement of institutional goals, on the basis of which the president’s contract is renewed or extended [4B.63a], [4B.63b]. In addition, the president/superintendent submits weekly email updates to the board regarding institutional performance and any other areas of concern. When necessary, the president/superintendent communicates with board members in person ensuring that the board is able to fulfill its responsibility for overseeing the educational quality of the institution, legal matters and the financial integrity of the College.

K. IN MULTI-COLLEGE DISTRICTS/SYSTEMS, THE GOVERNING BOARD ESTABLISHES A CLEARLY DEFINED POLICY FOR SELECTING AND EVALUATING THE PRESIDENTS OF THE COLLEGES.

This is a single-college district.

Evaluation

Overall, the Governing Board policies and practices meet the criteria of Standard IVB part 1.

According to the data in the 2011 Faculty and Staff Accreditation Surveys, 72 percent of the faculty and 68 percent of the staff agreed that the board’s policies support the quality, integrity and effectiveness of student learning programs and services. In addition, the survey shows that more than two-thirds of the faculty (69 percent) agree that the Faculty Senate is effective in making recommendations to the Governing Board in the Senate’s purview of academic and professional matters.

Despite the economic challenges facing community colleges, the dedication, leadership and vision of Cabrillo’s Governing Board have contributed to the overall success of the College in the last few years. The ongoing public support for the College is reflected in the contributions to the Cabrillo College Foundation for an endowment surpassing $16 million, which places the College in the top two percent of the 112 community colleges in California, far exceeding the relative size of the institution.

Since the last accreditation self-evaluation, the board has addressed areas for improvement by establishing annual retreats, held in September, and by revising its code of ethics policy (BP 1105) in 2007 to include consequences of any violation. The review of policies is ongoing and the Board utilizes the policy and procedures service provided by the Community College League of California.

2. THE PRESIDENT HAS PRIMARY RESPONSIBILITY FOR THE QUALITY OF THE INSTITUTION HE/SHE LEADS. HE/SHE PROVIDES EFFECTIVE LEADERSHIP IN PLANNING, ORGANIZING, BUDGETING, SELECTING AND DEVELOPING PERSONNEL AND ASSESSING INSTITUTIONAL EFFECTIVENESS.
Description

The president is responsible for assuring that the College serves its students by providing the highest quality education and support services possible. He/she does this largely by encouraging the college components (Instruction, Administrative Services and Student Services) to evaluate how they deliver services, how they might better serve student needs and to continually assess the effectiveness of the services that they offer.

The president serves as chair of the CPC, a shared-governance group that includes the three vice presidents of the college components (Instruction, Administrative Services and Student Services) and representatives from various shared-governance bodies: the classified and certificated unions, Faculty Senate, Student Senate, the division deans and the management group.

CPC meets twice monthly to discuss and make recommendations about college wide issues dealing with budget, planning, facilities, staffing and processes for decision-making. Information and Minutes from CPC are available on the College website [4B.64]. By working together with leaders from all aspects of the College, the president gathers input, hears perspectives and ultimately brings recommendations to the Governing Board.

A. THE PRESIDENT PLANS, OVERSEES AND EVALUATES AN ADMINISTRATIVE STRUCTURE ORGANIZED AND STAFFED TO REFLECT THE INSTITUTION’S PURPOSES, SIZE AND COMPLEXITY. HE/SHE DELEGATES AUTHORITY TO ADMINISTRATORS AND OTHERS CONSISTENT WITH THEIR RESPONSIBILITIES, AS APPROPRIATE.

Description

The president oversees an administrative structure appropriate for the size of the College and meets regularly with key leaders to develop plans to meet Cabrillo’s needs, oversee implementation and evaluate the effectiveness of ongoing and new processes. He/she meets weekly with a senior leadership team (Cabinet) comprised of the president and the three vice presidents (Instruction, Administrative Services and Student Services). The president delegates to each of the vice presidents the responsibility for the functions within his/her area. Within his/her own component, the president’s purview extends to the functions of marketing, planning and research and the Cabrillo College Foundation.

At least once a month following each Governing Board meeting, the president meets with Administrative Council, which includes the three vice presidents, all college deans and the directors of Human Resources, Planning and Research, Business Services, Facilities Planning/Plant Operations, Information Technology, Marketing/Communications, Enrollment Services, the Cabrillo College Foundation and the Library. He/she will occasionally convene this group more often to discuss key issues.

The president meets monthly with all managers as a group to ensure that administrators are informed of and involved in new, developing and ongoing issues. Included in these monthly meeting are assistant directors, directors of smaller departments and the sheriff’s sergeant assigned to the College. The president also meets regularly with leaders of the Faculty Senate and the certificated and classified unions to discuss issues pertaining to these groups.

Information and proposals that affect college activities eventually come to the CPC to be discussed. Minutes of CPC are available on the College website [4B.65]. The CPC makes recommendations to the president used in setting the direction of the College.

B. THE PRESIDENT GUIDES INSTITUTIONAL IMPROVEMENT OF THE TEACHING AND LEARNING ENVIRONMENT BY THE FOLLOWING:

- Establishing a collegial process that sets values, goals and priorities.
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

Description

The president has established a collegial process to guide institutional improvement of the teaching and learning environment by enabling shared information gathering and decision-making that involves those most knowledgeable about the various aspects of any given venture. One example of this was developing a Facilities Master Plan involving a space reallocation process among departments and functions of the College that required many college wide sessions with architects, department and division heads, faculty, staff and students. The president also needed to commu-
nicate the plan’s need for flexibility due to unforeseen shifts in the budget, grant funding and program needs.

The president reinforces the institutional value of placing the students’ interests at the top of college priorities. He/she is instrumental in setting the tone for a data-driven culture at the College, ensuring that evaluation and planning are guided by external and internal data produced by the Planning and Research Office, which is recognized statewide and nationally for its excellence. The annual Fact Book (available on the college website) provides information about such things as student demographics, student success and program accomplishments. This data is used for the program planning process in each department and service.

Using the College Strategic Plan to guide college priorities, the president assures that actions are taken to meet goals and timelines. The College Strategic Plan is available on the College website [4B.66] and was developed through a process that involved all levels of the organizational structure of the College. It was formerly the College Master Plan and was changed to the College Strategic Plan in 2012 to avoid confusion with the Educational Master Plan, which is in the process of being updated. The College Strategic Plan is used to guide the allocation of resources for both direct and indirect support of Student Learning Outcomes and to evaluate planning and effectiveness at the College.

For 2011-12, the College Strategic Plan was extended for a year, and progress is being made on College Strategic Plan planning for 2012-15. Last year, the Cabrillo community participated in a visioning workshop [4B.67], and five goals were approved by the Governing Board, along with objectives and key performance indicators [4B.68]. Goal Area Implementation Teams (GAIT) were established and regular meetings were held to review progress towards the goals [4B.69].

The next stage of the 2012-15 College Strategic Plan was to reorganize the five goals into two overarching goals: improving student success and improving College effectiveness. A college wide strategic plan workshop was held in March 2012 to revise and develop objectives for the new goal areas. By the time of the accreditation site visit, the Strategic Plan will be clearly written, available online as well as in print, and will accurately reflect college wide goals and strategies to improve student outcomes and institutional effectiveness.

C. THE PRESIDENT ASSURES THE IMPLEMENTATION OF STATUTES, REGULATIONS AND GOVERNING BOARD POLICIES AND ASSURES THAT INSTITUTIONAL PRACTICES ARE CONSISTENT WITH INSTITUTIONAL MISSION AND POLICIES.

Description

The president is accountable to the Governing Board for ensuring compliance with and implementation of statutes, regulations and Governing Board policies. He/she provides oversight to ensure that institutional practices are consistent with institutional mission and policies and to guarantee that a high standard of institutional integrity is both the intent and the practice at the college.

D. THE PRESIDENT EFFECTIVELY CONTROLS BUDGET AND EXPENDITURES.

Description

In addition to weekly Cabinet meetings, the president meets with each of the three vice presidents individually on a weekly basis to review matters of the College. He/she has a strong understanding of budget and expenditures from a background as CBO and/or CEO with former institutions and meets regularly with the chief financial officer, the vice president of administrative services, on fiscal matters.

The president exercises fiscal constraint and oversight on a college wide basis, especially during the recent years when state budget reductions have curtailed normal college operations such as the replacement of vacant positions or the carryover of unused funds. For example, when the budget is constrained, the president’s Cabinet reviews all open positions to evaluate whether the greatest need for replacement lies within the department where a vacancy occurs or in another department and whether any replacement is of an urgent nature.

The president seeks out opportunities for additional revenue to offset the deep budget cuts resulting from the statewide deficit. For example, there are leases in place with community partners in education at the Watsonville Center, the Scotts Valley Center and the Aptos campus for unused spaces to as a way to increase revenue [4B.70a], [4B.70b], [4B.70c].

The president oversees efforts in various components to seek out additional funding through state or federal grants to supplement funds for new and planned projects. Since the last accreditation study the College has been awarded several grants. These include
two Department of Education grants through the Hispanic Serving Institutions program, a grant through the Economic Development Administration and several regional and state grants, all supporting various initiatives at the College. The president is also an active participant in capital campaigns and ongoing fund solicitation efforts through the Cabrillo College Foundation, which raises an average of $4 million annually.

The president chairs the CPC, which consists of faculty, staff and administrators. The diverse composition of the CPC, which serves as an advisory body to the president, fosters broad institutional input on budgetary issues. The CPC reviews matters that impact the budget, including new programs and service proposals, major expenditures of one-time funds, service reductions and other resource considerations that are brought to CPC as information items.

The president supervises the vice president of administrative services, who oversees the preparation of the budget congruent with available fiscal resources, and ensures that the CPC is involved in the discussion and recommendations. The president meets regularly with leaders of the two college bargaining units and delegates authority for negotiations to the vice president of administrative services as chief negotiator. The president and vice president of administrative services lead college wide “town hall” meetings on the budget in an effort to broaden the understanding among staff of the College financial situation, particularly when there are severe budget cuts imposed by the state deficit.

**E. THE PRESIDENT WORKS AND COMMUNICATES EFFECTIVELY WITH THE COMMUNITIES SERVED BY THE INSTITUTION.**

**Description**

The president maintains contact with community and business leaders as the most high-profile representative of the College and finds many opportunities for input regarding how the College can continue to best serve the community. He/she serves on community boards, representing the College and interacts with key community leaders. He/she is frequently asked to speak at various organizations and clubs concerning higher education in general and Cabrillo College in particular. The president attends the events of local chambers of commerce, other city events and both internal and external fundraisers. He/she carries out community outreach such as visiting local businesses and schools to see how the College can address their needs better.

The president is conscientious about attending events produced or hosted by the College that involve the community, such as the annual Principals’ Breakfast, open houses and art receptions, theater and choral productions, speakers and student-organized events.

The president provides leadership for initiatives that will increase the success of students at the college, such as the Santa Cruz County College Commitment (S4C), a program launched in 2011 that was endorsed by all five area K-12 superintendents of the 16 local school districts to encourage young students to pursue higher education. Activities in this initiative include Cabrillo tours for fourth graders, learning communities for new students who graduated from high school needing help in reaching college-level skills, guaranteed enrollment in a two-year transfer program for those who assess at college level for math and English, and guaranteed tuition paid for the first semester at Cabrillo [4B.71].

In addition, the president participates in statewide organizations to represent the College in the greater statewide community.

**Evaluation**

The College meets the standard.

The [2011 Faculty and Staff Accreditation Surveys](#) ask respondents about the current administration rather than the president specifically, but a majority of the faculty and staff who responded (79 percent and 58 percent, respectively) agreed that the administration provides effective leadership for the College.

By acting as a catalyst and change agent when necessary, honoring the shared-governance process and maintaining a high-profile presence and level of participation in the community, the president retains primary responsibility for the quality of services Cabrillo provides. He/she also serves as an effective leader in planning, organizing, budgeting, selecting and developing personnel, as well as assessing institutional effectiveness.
3. IN MULTI-COLLEGE DISTRICTS OR SYSTEMS, THE DISTRICT/SYSTEM PROVIDES PRIMARY LEADERSHIP IN SETTING AND COMMUNICATING EXPECTATIONS OF EDUCATIONAL EXCELLENCE AND INTEGRITY THROUGHOUT THE DISTRICT/SYSTEM AND ASSURES SUPPORT FOR THE EFFECTIVE OPERATION OF THE COLLEGES. IT ESTABLISHES CLEARLY DEFINED ROLES OF AUTHORITY AND RESPONSIBILITY BETWEEN THE COLLEGES AND THE DISTRICT/SYSTEM AND ACTS AS THE LIAISON BETWEEN THE COLLEGES AND THE GOVERNING BOARD. This Standard does not apply to Cabrillo, as it is a single-college district.

PLANNING AGENDA

The Board will incorporate Accreditation standards into its annual self-evaluation.

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<thead>
<tr>
<th>Lead Responsible</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, Governing Board</td>
<td>December 2014</td>
</tr>
</tbody>
</table>

REFERENCES

[4B.1] Ed Code 70902
[4B.2] BP 1020 – Duties and Responsibilities of the Board
[4B.3] BP 1240 – Delegation of Authority to the Superintendent/President
[4B.4] BP 1020 – Duties and Responsibilities of the Board
[4B.5] BP 2080 – Evaluation of the Superintendent/President
[4B.7] College Mission and Vision
[4B.8] BP 1060 – Election of Student Member
[4B.9] BP 1030 – Board Membership and Eligibility
[4B.10] Cabrillo College Governing Board webpage
[4B.11a] June 2012 special Board meeting minutes
[4B.11b] February special 2012 Board meeting minutes
[4B.12] BP 1130 – Closed Session
[4B.13a] BP 1140 – Regular Meetings of the Board
[4B.13b] Cabrillo Governing Board web page
[4B.14] BP 1150 – Quorum and Voting
[4B.16] December 2011 Board meeting minutes
[4B.17] February special Board meeting minutes
[4B.18] Example of minutes
[4B.19b] Cabrillo College Design Making Cycle
[4B.19c] Sample – Board Policies First Reading
[4B.19d] Sample – Board Policies Second Reading
[4B.21] Governing Board Meeting Website
[4B.22a] Sample Board Item: Annual College Budget
[4B.22b] Sample Board Item: Monthly Financial Reports
[4B.22c] Sample Board Item: Quarterly Financial Status Report
[4B.23a] Sample Board Item: Construction Change Order
[4B.23b] Sample Board Item: New Extension Classes
[4B.23c] Sample Board Item: Award of Construction Contract
[4B.24] Facilities Planning Advisory Committee
[4B.27] Curriculum Committee Actions – November 2011
[4B.28] Program review process
[4B.29] BP 1000 – District Statement of Philosophy
Standard 4B: Board & Administrative Organization

[4B.32a] Sample Board Item: Budget Transfers by Resolution
[4B.32b] Sample Board Item: Register of Warrants
[4B.33a] BP 4060 — Audits
[4B.33b] Sample Board Item: District Audit Report
[4B.34] Board Policies
[4B.35] BP 1030 — Board Membership and Eligibility
[4B.36] BP 1040 — Board Elections
[4B.37] BP 1090 — Conflict of Interest
[4B.38] BP 1105 — Cabrillo College Board Code of Ethics
[4B.39] BP 1110 — Board Education
[4B.40] BP 1200 — Procedure for Developing Board Policies
[4B.41a] BP 1210 — Adoption of and Changes to Board Policies
[4B.41b] AR 1210 — Policies for Revision of Policies and Administrative Regulations
[4B.42] Governing Board Officer Rotation
[4B.43] January 2012 Board meeting minutes
[4B.44] BP 1110 — Board Education
[4B.45a] February 2011 Board meeting minutes (see Trustee Ziel’s Board Member Report on Page Two)
[4B.45b] September 2010 Board retreat meeting minutes
[4B.45c] December 2011 Board meeting minutes (see Trustee Garcia’s Board Member Report on Page Two)
[4B.46] BP 1040 — Board Elections
[4B.47] BP 1070 — Board Vacancies
[4B.49a] February 2012 Special Board meeting agenda
[4B.49b] February 2012 Special Board meeting minutes
[4B.50] BP 1310 — Board Self-Evaluation
[4B.52] BP 1090 — Conflict of Interest Code
[4B.54] Accreditation Self Study Update — September 2012
[4B.55] September 2010 Board meeting minutes
[4B.56] Board Retreat Minutes — September 2009
[4B.57] College Strategic Plan Update — June 2012
[4B.58] Job Descriptions and Salary Schedules — BP 2070.02
[4B.59] BP 1240 — Delegation of Authority to Superintendent / President
[4B.60a] 2011 — 12 through 2014 — 15 Budget Planning Parameters
[4B.60b] March 2012 Board meeting minutes
[4B.61a] CPC Minutes — April 18, 2012
[4B.61b] CPC Minutes — May 16, 2012
[4B.62] September 2012 Board meeting minutes
[4B.63a] BP 2080 — Evaluation of Superintendent / President
[4B.63b] AR 2080 — President’s Performance Evaluation
[4B.66] Cabrillo College Strategic Plan web page
[4B.68] June 2011 College Master Plan Update and Renewal
[4B.69] Cabrillo College Strategic Plan web page
[4B.70a] Watsonville Center Leases — June 2011
[4B.70b] June 2011 Board agenda
[4B.70c] June 2011 Board minutes
[4B.71] Board Resolution 037-11: Santa Cruz County College Commitment — August 2011
Appendix 1: Leadership Groups at the College

Cabrillo College continues to evolve to meet the needs of the community, and the community has generously supported our expansion. We now offer associate degrees and certificates in more than 70 fields of study and have reached record enrollment of more than 17,000 students.
## Appendix 1: Leadership Groups at the College

<table>
<thead>
<tr>
<th>Leaders / Leadership Group</th>
<th>Constituents / Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governing Board</td>
<td>Board members elected from 7 areas of the district, one non-voting student trustee, 3 Cabrillo VPs sit at resource table; College President sits with trustees.</td>
</tr>
<tr>
<td>Cabinet</td>
<td>Superintendent/President All VPs</td>
</tr>
<tr>
<td>Administration/ Administrators – Senior College Management</td>
<td>Superintendent/President All VPs (3) Division Deans (5) Dean, Student Services (1) Dean, Counseling &amp; Educational Support Services (1) Dean, Career Education &amp; Economic Development (1)</td>
</tr>
<tr>
<td>Administrative Council</td>
<td>Superintendent/President, Chair Vice President, Business Services Vice President, Instruction Vice President, Student Services Division Deans (5) Dean, Instruction, Career Education &amp; Economic Development Dean, Education Centers Dean, Student Services Dean, Counseling &amp; Educational Support Services Director, Business Services Director, Personnel &amp; Human Resources Director, Marketing and Communications Director, Planning, Research &amp; Knowledge Systems Director, Information Technology</td>
</tr>
<tr>
<td>Managers Group</td>
<td>All Administrative &amp; Management Personnel</td>
</tr>
</tbody>
</table>
### Appendix 1: Leadership Groups at the College

<table>
<thead>
<tr>
<th>Group</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Administrators Council</strong></td>
<td><strong>Vice President, Instruction, Chair</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Division Deans (5)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Dean, Instruction, Career Education &amp; Economic Development</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Dean, Education Centers</strong></td>
</tr>
<tr>
<td><strong>Instruction Council</strong></td>
<td><strong>Vice President, Instruction, Chair</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Dean of Instructional Development</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Dean of Career Education &amp; Economic Development</strong></td>
</tr>
<tr>
<td></td>
<td><strong>(5) Division Deans</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Dean of Education Centers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Director of Library</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Dean of Student Services</strong></td>
</tr>
<tr>
<td></td>
<td><strong>President, Faculty Senate</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Director of Counseling</strong></td>
</tr>
<tr>
<td></td>
<td><strong>(2) Instructional Procedural Analysts</strong></td>
</tr>
<tr>
<td></td>
<td><strong>(1) Instructional Research Analyst</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Director of Distance Education/Teaching and Learning Center</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Coordinator of Computer Technology Center</strong></td>
</tr>
<tr>
<td><strong>Student Senate</strong></td>
<td><strong>Student Body Representatives</strong></td>
</tr>
<tr>
<td><strong>CCEU</strong></td>
<td><strong>Classified Union</strong></td>
</tr>
<tr>
<td><strong>CCFT</strong></td>
<td><strong>Faculty Union</strong></td>
</tr>
</tbody>
</table>
## Appendix 1: Leadership Groups at the College

### Faculty Senate

<table>
<thead>
<tr>
<th>Senators:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BELA Division – 2 (Business, English, and Language Arts)</td>
</tr>
<tr>
<td>HASS Division – 2 (Human Arts and Social Sciences)</td>
</tr>
<tr>
<td>HAWK Division – 2 (Health, Athletics, Wellness and Kinesiology)</td>
</tr>
<tr>
<td>NAS Division – 2 (Natural and Applied Sciences)</td>
</tr>
<tr>
<td>VAPA Division – 2 (Visual, Applied and Performing Arts)</td>
</tr>
<tr>
<td>CESS Division – 2 (Counseling and Educational Support Services)</td>
</tr>
<tr>
<td>Counseling – 1</td>
</tr>
<tr>
<td>Library – 1</td>
</tr>
<tr>
<td>Senators-At-Large – 6</td>
</tr>
</tbody>
</table>

**Executive Committee:**
- President, Vice-President, Secretary, and Treasurer

**Non-Voting Members:**
- Student Senate – 1
- SLO Assessment Coordinator – 1
- Watsonville Center Liaison – 1
- CCEU Liaison – 1 (Cabrillo Classified Employee Union)
- CCFT Liaison – 1 (Cabrillo College Federation of Teachers)
- Vice President, Instruction

### Instructional Departments

| Program Chairs and Department Faculty |